REPORT RESUMES

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CURRICULUM GUIDE FOR SPECIAL EDUCATION.

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A CURRICULUM FOR EDUCABLE MENTALLY RETARDED CHILDREN FROM AGE 6 YEARS THROUGH GRADUATION IS PRESENTED. IT CENTERS ON A STUDY OF THE LOCAL COMMUNITY WITH THE CHIEF PURPOSE OF TRAINING MENTALLY RETARDED CHILDREN TO LIVE AND WORK PRODUCTIVELY THERE, AND ALSO TO EDUCATE THE COMMUNITY TO ACCEPT THEM AS CONTRIBUTING CITIZENS. BASIC ACADEMIC SKILLS IN COMMUNICATION, SOCIAL STUDIES, ARITHMETIC, AND SCIENCE ARE PRESENTED SEQUENTIALLY BY LEVELS, AND SPECIFIC ACTIVITIES ARE OUTLINED OR ILLUSTRATED. (DF)

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CURRICULUM GUIDE

for

SPECIAL EDUCATION

Big Spring Independent School District

Big Spring, Texas

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The purpose of this bulletin is improvement of instruction. How well its purpose is achieved is dependent upon its use by individual teachers with the needs and competences of individual children in mind.

This bulletin is a guide and is to be supplemented and adapted to the needs of youngsters, and the particular situation. The creative teacher will add the vitality which is so difficult to incorporate into a written document.

Curriculum materials and curriculum development are never "complete". You are expected to incorporate new developments from research into the various curricular areas as such developments are proven to be of value. Your suggestions for revision are always welcome.

The limitations of any curriculum guide are recognized. However, it is believed that this will become a valuable tool of real assistance in your planning and teaching.

S. M. Anderson
Superintendent

C. L. Ainsworth, Director
Educational Services

Big Spring Public Schools
July 1966

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INTRODUCTION

The revision of the curriculum guide for the teaching of the educable mentally retarded pupils in the Big Spring Independent School District is based on a guide developed for this purpose in 1961-62, along with additions and deletions made by the teaching staff from year to year. This has been a cooperative effort, all teachers working independently on their own time and cooperatively in in-service workshops. Many weaknesses and inadequacies are acknowledged, but it is hoped that the guide can be used as the previous one--as a basic scheduled plan of classroom instruction and procedures.

The revision has been based on a study of the community--its business and industry and its health, welfare, and recreation facilities. The thought has been to train the boys and girls in our school to live and work in this community and to help educate the community to accept them as contributing citizens. The curriculum, offering a continuity of instruction from Level I through graduation, is designed specifically to enhance the pupil's vocational proficiency and potential and to capitalize his special abilities and minimize his weaknesses and defects.

Basic academic skills are stressed in a sequential program of instruction in communicative arts, social studies, arithmetic skills, and basic scientific knowledge. Although not developed, the guide has also made some provision for a physical fitness program and for experiences in fine and practical arts.

Since the education of the mentally retarded requires a highly individualized approach, gauged to individual capacity and rate of learning, many of the ideas found in the guide will require modification. The curriculum emphasizes a slower presentation of material, simplifies the basic skills, and requires an utilization of all the senses to reinforce the learning of ideas and materials presented.

LEVEL I

INTRODUCTION

The child that is placed in Level I for the educable mentally retarded is between six and eight years of age with M. A. approximate 3-5 to 5-6 and have an intelligent quotient between fifty to seventy. Activities for this type of child are centered around pre-readiness and readiness materials, motor and sensory perception, personal hygiene, habit training, speech development, and improvement of emotional control. Simple concepts which lead to the introduction of the tool subjects--reading, writing, and arithmetic--are introduced when each child is ready. The curriculum is based upon simple tasks which will have a direct influence on the child's home and community life. Social adjustment is a vital part of this program. Beginning at Level I social maturity, health and safety habits, group living, and recreational skills are taught, all of which lead to vocational proficiency. Emphasis is always placed upon the needs of each individual.

Communicative Arts

Level I

I. Objectives

A. To improve the child's speech and language development

B. To improve the child's vocabulary in all phases of academic training

C. To help the child learn to follow simple directions

D. To help the child to know beginning sounds

E. To help the child develop the process of quantitative thinking

F. To help the child become aware of time, order, and sequence

G. To help the child develop his ability to communicate with others

H. To help the child become ready for reading and writing

II. Content and/or Activities

A. Acquaint the child with the skills of language arts

1. Help the child to improve his speech
    a. Listening to words, short sentences, and directions
    b. Speaking words, short sentences, and directions
2. Work in cooperation with the speech therapist
3. Teach the child to follow directions
4. Say simple words and have the child repeat; gradually move on to larger, more troublesome words
5. Practice saying short sentences
6. Play games that call for the use of simple questions such as--"What is it?", "What do we do with it?"
7. Make and read experience charts
8. Record classroom conversations
9. Dramatize nursery rhymes and simple stories
10. Play games where answers are required as "I know it," or "Grocer"
11. Drill with flash cards

B. Acquaint the child with the skills of readiness and beginning writing

1. Writing readiness
    a. Holds and uses pencil
    b. Scribbles
    c. Makes such strokes as up and down lines, slanting lines, and curved lines
    d. Begins to make certain letters and numbers

2. Beginning writing
    a. Continues practice in making letters and numbers
    b. Copies name until he can write it
    c. Copies short words from board
    d. Learns to write on lines
    e. Copies short sentences
    f. Learns to spell and write short words without copying them
3. Practice copying alphabet, short words and short sentences

C. Acquaint the child with the skills of reading readiness and beginning reading

1. Reading readiness
    a. Help the child develop the habit of left to right eye movement in relation to the printed page
    b. Help the child become aware of the beginning sounds
    c. Help the child to recognize colors
    d. Help the child to appreciate nursery rhymes, poems, and simple stories
2. Beginning reading
    a. Help the child to recognize certain words as stop, go, keep off grass, wet paint, Big Spring, Texas
    b. Help the child begin to read simple sentences

III. Materials and Resources

A. Picture charts

B. Word charts

C. Beginning sound charts

D. Experience charts

E. Rhymes

F. Stories

G. Flash cards of all kinds

H. Hand writing supplies

I. Primary lined paper

J. Record Player

K. Tape recorder

L. Records

M. Films and filmstrips

IV. Evaluation

A. Does the child's speech and vocabulary improve?

Evaluation

B. Does the child listen?

C. Can the child follow directions?

D. Can the child recognize and print all of the letters?

E. Can the child recognize certain simple words?

Arithmetic Readiness

(Readiness for Development of Number Skills)

Level I

I. Objective--to develop concepts of:

- A. Quantitative thinking
- B. Counting
- C. Number names and symbols
- D. Addition and subtraction readiness
- E. Sequence of first, second, third, etc.

II. Content and/or Activities

- A. Number readiness
  1. Introduce the child to different shapes as circles, squares, and triangles
  2. Introduce the child to meanings of such words as more, less, big, little, etc.
  3. Help the child develop the concept of like and difference
  4. Help the child to compare groups of two, three, four, etc.
  5. Help the child to learn number rhymes, stories, and songs
  6. Help the child develop concept of sequence
- B. Number work
  1. Help child to begin to count
     - a. Count blocks, pegs, coins, apples, etc.
     - b. Play dominos
     - c. Match numbers and groups
  2. Help the child to learn number names
  3. Help the child to recognize number groups
  4. Help the child through games and drill to further understanding of sequence of first, second, third, etc.

III. Materials

- A. Pegs
- B. Blocks
- C. Counting stands or abacus
- D. Charts
- E. Number readiness charts

IV. **Evaluation**

A. Can child grasp basic concepts of numbers

B. Does child understand amounts, comparisons, sequence, etc.

Social Studies

Level I

Family Living Skills

I. **Objectives**

A. To teach the child that he is part of an important family unit

B. To teach the child that he has a responsibility in helping his family

C. To teach the child that he has a responsibility in getting along with his family

II. **Content and/or Activities**

A. Acquaint the child the work of family members

1. Mother's work
    a. Feeding the family
    b. Cleaning the house
    c. Clothing the family
    d. Shopping for the family
    e. Care of children
    f. Care of the sick
2. Father's work
    a. Working away from home
    b. Earning a living
    c. Managing the home
3. Children's work
    a. Helping with home tasks
    b. Caring for personal belongings
    c. Obeying home rules and regulations

B. Acquaint the child with needs for shelter

1. His own home
    a. Type of home
    b. Rooms
    c. Things he has at home
    d. Care of his home
2. Other homes
    a. Care of other people's property
    b. Good neighbor policy
    c. Animal homes

C. Additional activities

1. Discuss family life
2. Share family experiences
3. Draw pictures of home
4. Find pictures of family groups
5. Make up stories about family pictures and family experiences

III. Materials and Resources

- A. Magazines
- B. Film and filmstrips
- C. Field trips

IV. Evaluation

- A. Does the child enjoy telling about his home and family?
- B. Does talking about the family help the child?
- C. Does talking about the family embarrass the child?

Social Studies

Level I

Social Maturity and Emotional Stability

I. Objectives

A. To give the child an adequate school adjustment

B. To give the child an understanding of his school environment

C. To give the child an understanding of teacher-pupil relationship

D. To give the child an understanding of his peer group

II. Content and/or Activities

A. Acquaint the child with routine procedure
- 1. Classroom procedure
  - a. Where the child sits
  - b. Where the child hangs wraps
  - c. Where the child keeps personal supplies
- 2. Building procedure
  - a. Location of classroom in building
  - b. Location of drinking fountain
  - c. Location of restrooms
  - d. Location of office
  - e. Location of lunchroom
  - f. Location of playground

B. Acquaint the child to time schedule

1. Suggested classroom schedule
8:45 - 9:00 - Lunch count
9:00 - 9:30 - Devotional
9:30 - 10:00 - Oral number concepts
10:00 - 10:30 - Milk
10:30 - 11:00 - Recess
11:00 - 12:00 - Language arts
12:00 - 1:00 - Noon
1:00 - 1:45 - Rest
1:45 - 2:00 - Water, restrooms, etc.
2:00 - 2:15 - Recess
2:15 - 2:45 - Unit work
2:45 - 3:15 - Opportunity period

2. Suggested building schedule
8:45 - School begins
10:30 - 11:00 - Recess
12:00 - 1:00 - Lunch
2:00 - 2:15 - Recess
3:15 - School dismisses

Content and/or Activities

C. Acquaint the child with work
    1. Individual work
    2. Seat work
    3. Readiness for work
    4. Capacity for work
        a. Limitations
        b. Capabilities
    5. Respect for work
    6. Necessity for work

D. Acquaint the child with his relationship to others
    1. Respect for others
    2. Consideration for others

E. Teacher leads in friendly get acquainted discussions

F. Teacher leads in group discussions about themselves
    1. Family
    2. Hobbies
    3. Pets

G. Read stories about first of school

H. Tour the school building

I. Matching and recognition activities

III. Materials and Resources

A. School room

B. Room equipment

C. Playground

D. Books

E. Pictures

F. Building

IV. Evaluation

A. Has the child adjusted to the school situation?

B. How well does the child respond to directions?

C. What individual activities can he perform?

D. What are his interests?

E. Does he get along with his peers?

Social Studies

Level I

Health and Safety Habits

I. **Objectives**

- A. To teach the child to care for himself
- B. To teach the child to have pride in his appearance
- C. To teach the child to have a personal health routine
- D. To teach the child to have good general health habits
- E. To teach the child the importance of good nutrition
- F. To teach the child good safety habits at school, at home, and in the community
- G. To teach the child to respect rules and authority
- H. To teach the child an understanding of safety
- I. To teach the child why it is important to practice good safety rules

II. **Content and/or Activities**

- A. Acquaint the child with rules for good grooming
  - 1. Improving your looks at home
    - a. Bathing
    - b. Shampooing
    - c. Changing clothes
    - d. Teacher stresses coming to school with hair combed and body clean
  - 2. Improving your looks at school
    - a. Shoes tied
    - b. Hair neat
    - c. Zippers and buttons fastened
- B. Acquaint the child with personal health habits
  - 1. Use of the bathroom
  - 2. Teacher leads discussion on personal care and health
  - 3. Practice washing hands after going to the restroom, before milk, before lunch
  - 4. Play and exercise
  - 5. Play moderately during recess period
  - 6. Rest and sleep
  - 7. Have regular rest periods after lunch
  - 8. How to prevent the spread of disease

9. Keep a box of Kleenex on desk and encourage the use of it
10. Calling a doctor

C. Acquaint the child with daily food plan

1. Teacher leads discussion on personal care and health
2. Make a scrapbook showing some simple, proper foods after the discussion of proper foods
3. Three meals a day
    a. Breakfast
    b. Lunch
    c. Supper or dinner
4. Kinds of food
    a. Vegetables
    b. Fruits
    c. Meats
    d. Dairy products
    e. Desserts
5. Where we get food
6. Discuss and find pictures showing some ways we get our food.
7. In-between meal snacks

D. Acquaint the child with rules for good dental health

1. Brush after eating
2. Brush teeth regularly after lunch
3. Discourage between meal treats
4. Visit your dentist regularly
5. Pantomime such things as "Visits to a Dentist's Office," "Visits to a Doctor's Office," etc.
6. Use an effective tooth paste

E. Acquaint the child with good safety rules to be used in school

1. Stairs and hallways
    a. Do not run in halls and on stairs
    b. Do not play in halls and on stairs
    c. Do not shove in halls and on stairs
2. Classroom
    a. Do not run in room
    b. Do not lean back in chair
    c. Do not rush to door
3. Bus
    a. Be sure bus has stopped before getting on or off
    b. Stay seated on bus
    c. Walk behind the bus
    d. Practice crossing the street
4. Playground
    a. Use the slide in a correct manner
    b. Use the merry-go-round in a correct manner
    c. Do not throw rocks
    d. Do not follow a ball into the street
    e. Discussions on safety

F. Acquaint the child with good safety rules to be used at home

1. Prevent falls, wounds, etc. by putting away unused toys
2. Take extreme care in regard to gas and electricity
3. Correct use of simple tools
4. Basic understanding of fire
    a. What causes fire
    b. When to call the fire department
    c. How to call the fire department
    d. Practice making emergency telephone calls
    e. Have a fireman come and talk to class
    f. Field trip to fire station
    g. Draw fire prevention posters
5. Basic understanding of the police department
    a. When to call the police department
    b. How to call the police department
    c. Have a policeman visit and talk to class
    d. Field trip to police headquarters
6. Basic understanding of accidents
    a. What causes them
    b. Simple falls and wounds
        (1) Causes
        (2) Medication

III. Materials and Resources

A. Health food charts

B. Magazines

C. Films and filmstrips on health and safety

D. Charts on good dental care

E. Safety posters

F. Telephone

G. Safety road signs

H. Field trips to practice good safety rules

I. Stories on safety

IV. Evaluation

A. Does the child respond and take interest in personal appearance?

B. Does the child understand how to care for the teeth?

C. Does the child understand how to care for his clothing?

D. Does the child understand the importance of good nutrition?

E. Does the child observe rules of safety while at play?

Evaluation

F. Does the child know the real meaning of safety?

G. Is the child cautious in crossing the street?

H. Can the child recognize safety signs?

Social Studies

Level I

Recreational Activities

I. **Objectives**

A. To teach the child to learn to participate in recreational and rhythmical activities

B. To teach the child to use his leisure time properly

C. To develop body coordination

D. To give the child a feeling of pleasure and enjoyment

E. To give the child an understanding of self ability

II. **Content and/or Activities**

A. Acquaint the child with primary motor skills

1. Crayola coloring
2. Writing
    a. pencil
    b. chalk
    c. crayola
3. Cutting
4. Painting
5. Molding
6. Pasting
7. Exercise the hands by holding pencils and marking
8. Provide free activity and self expression through finger painting, molding clay, drawing, and coloring
9. Begin to cut and paste

B. Acquaint the child with large muscle skills
1. Walking
2. Marching
3. Running
4. Bending
5. Sliding
6. Hopping
7. Kicking
8. Skipping
9. Rolling
10. Play ball by rolling, bouncing, throwing, and catching it
11. Play on playground equipment

C. Acquaint the child with recreational skills

1. Rhythmical

Content and/or Activities

    - a. Rhythm band
    - b. Dancing
    - c. Singing
    - d. Marching
    - e. Take physical exercise to music
    - f. Clap, step, march, hop, and skip to music
    - g. Sing to music
  - 2. Hobbies
    - a. Puzzles
    - b. Basket weaving
    - c. Modeling clay

III. Materials and Resources

- A. Pencils
- B. Crayolas
- C. Clay
- D. Tempara paint
- E. Finger paint
- F. Balls
- G. Record player
- H. Records

IV. Evaluation

- A. Does the child take part in activities?
- B. Does the child enjoy this phase of the program?
- C. Does the child have a better understanding of "self"?
- D. Has the child begun to develop hand-eye coordination?

Social Studies

Level I

Vocational Proficiency

I. **Objectives**

A. To teach the child good work habits in simple work routines

B. To teach the child the importance of completing simple tasks

C. To teach the child to take pride in his work

D. To teach the child to do his work to the best of his ability

II. **Activities**

A. Acquaint the child with simple work routines

1. Proper use of toys
2. Proper use of belongings
3. Learn to work in groups
4. Learn to work individually
5. Learn to complete work
6. Learn to be prompt

B. Acquaint the child with simple work procedures of his school

1. Using school supplies
2. Using school equipment
3. Using simple tools
    a. Crayons
    b. Paint brushes
    c. Pencils
    d. Chalk
4. Using simple work tools
    a. Sandpaper
    b. Hammer
    c. Saw
    d. Screwdriver
    e. Pliers
    f. Plane

C. Acquaint the child with simple work practices in the neighborhood

1. Food district
    a. Grocery
    b. Bakery
    c. Market
    d. Dairy

- 2. Community helpers
  - a. Postman
  - b. Doctor
  - c. Nurse
  - d. Fireman
  - e. Policeman

D. Additional activities

- 1. Play with toys
- 2. Play house
- 3. Clean school room
- 4. Change calendar and weather charts
- 5. Assume responsibility outside of home
  - a. Shopping for groceries
  - b. Mailing letters
  - c. Paying bus fare
- 6. Assume responsibility inside the home
  - a. Set table
  - b. Make bed
  - c. Rake leaves, etc.
- 7. Play competitive games
- 8. Run errands
- 9. Simple gardening

III. Materials and Resources

A. Games

B. Films and filmstrips

C. Toy dishes

IV. Evaluation

A. Does the child appreciate the true value of work?

B. Does the child realize the importance of work?

C. Does the child work well with others?

D. Does the child work well alone?

Suggested Units of Work

Level I

I. Travel and Transportation
II. Thanksgiving
III. Christmas
IV. Winter
V. Dental Health
VI. Nursery Rhymes
VII. Circus
VIII. Texas
IX. Animal Unit
X. Clothing
XI. Our Home
XII. School Bus
XIII. Our Town
XIV. Choosing Friends
XV. Weather

Suggested Units of Work

Level I

I. **Travel and Transportation** Approximately three weeks

A. Goals

1. To teach the child the different modes of transportation
2. To teach the child the importance of transportation
3. To teach the child the importance of safety in transportation

B. Activities

1. Discuss the meaning of transportation and what it does to help us
2. Discuss the modes of transportation; show pictures of each mode; and recognize the word of each mode
    a. Bus
    b. Car
    c. Airplane
    d. Boat
3. Using magazines find pictures of each type of transportation
4. Take field trips to various places that are transportation centers
    a. Bus station
    b. Train station
    c. Airport
5. Show films and filmstrips on transportation
6. Read stories on transportation
7. Color pictures on transportation

C. Vocabulary

1. Transportation
2. Station
3. Bus
4. Car
5. Train
6. Boat
7. Airplane
8. Safety

II. **Thanksgiving** Approximately two weeks

A. Goals

1. To teach the child the meaning of Thanksgiving
2. To teach the child to be more appreciative of the things he has

B. Activities

1. Open everyday with the traditional Thanksgiving hymn, "Come Ye Thankful People Come"

2. Discuss the first Thanksgiving
3. List items for which to be thankful
4. Read Thanksgiving poetry
5. Read Thanksgiving stories
6. Color Thanksgiving pictures
7. Show films and filmstrips on Thanksgiving

C. Vocabulary

1. November
2. Thanksgiving
3. Thankful
4. Pilgrim
5. Turkey

III. Christmas

Approximately three weeks

A. Goals

1. To teach the child the true meaning of Christmas
2. To teach the child the importance of doing for others

B. Activities

1. Discuss why we celebrate Christmas
2. Listen to Christmas carols
3. Listen to Christmas stories and color a picture about every story
4. Make a Christmas card
5. Make a Christmas gift for someone
6. See films and filmstrips about Christmas

C. Vocabulary

1. December
2. Christmas
3. Tree
4. Santa Claus
5. Red
6. Green

IV. Winter Unit

Approximately two weeks

A. Goals

1. To teach the child expectations of winter weather
2. To teach the child about winter dress

B. Activities

1. Discuss life in North America
2. Discuss winter and snow
3. Read stories about winter
4. Read poems about winter
5. Cut snowflakes

6. Color pictures about winter
7. See films and filmstrips about winter

C. Vocabulary

1. January
2. New Year
3. Eskimo
4. Igloo
5. Snow
6. Snowman
7. Winter

V. Dental Health Approximately three weeks

A. Goals

1. To teach the child the importance of having good teeth
2. To teach the child how to care for the teeth

B. Activities

1. Discuss points on dental care posters
2. Let the student brush his teeth after lunch daily
3. Have the student draw pictures of a healthy tooth and of a decayed tooth
4. Keep chart on brushing teeth
5. Show filmstrip on good dental health

C. Vocabulary

1. Tooth
2. Brush
3. Dentist

VI. Nursery Rhymes Approximately three weeks

A. Goals

1. To teach the child to appreciate literature
2. To teach the child that school is fun

B. Activities

1. Read nursery rhymes
2. Show pictures of nursery rhymes
3. Color pictures of nursery rhymes
4. Draw pictures of nursery rhymes
5. Listen to records of nursery rhymes
6. See films and filmstrips on nursery rhymes

C. Vocabulary

1. Rhyme
2. Mother Goose

VII. Circus — Approximately two weeks

A. Goals

1. To teach the child about circus life
2. To teach the child that school is fun

B. Activities

1. Read circus stories
2. Color circus pictures
3. Make a miniature clay circus
4. See films and filmstrips
5. If possible attend a circus

C. Vocabulary

1. Cricus
2. Clown
3. Ring
4. Funny

VIII. Texas — Approximately two weeks

A. Goals

1. To teach the child a brief but simple history of Texas
2. To teach the child the importance of his state

B. Activities

1. Discuss the history of Texas briefly
2. Discuss the symbols of Texas
    a. Flag
    b. Bird
    c. Tree
    d. Flower
3. Color pictures of Texas
4. Using fingerpaints draw a mural of Texas history
5. Listen to records of Texas songs
6. See films and filmstrips on Texas

C. Vocabulary

1. Texas
2. Lone Star State
3. Flag

IX. Animal Unit — Approximately four weeks

A. Goals

1. To teach the child the different types of animals
2. To teach the child the importance of animals

B. Activities

1. Discuss the different types of animals
    a. Farm animals
    b. Wild animals
    c. Pets
2. Read animal stories
3. Color animal pictures
4. Find animal pictures
5. Draw animal pictures
6. Visit a zoo
7. Tell about pets
8. See films and filmstrips about animals

C. Vocabulary

1. Animal
2. Pet
3. Zoo

X. Clothing Approximately two weeks

A. Goals

1. To teach the child to dress himself properly and appropriately on all occasions
2. To teach the child simple clothing care

B. Activities

1. Read stories about clothing such as "The Emperor's New Clothes" and "Cinderella"
2. Let the child practice dressing himself with such articles of clothing as shoes, socks, coats, and sweaters.
3. Show posters and pictures of clothing and let the child name the articles of clothing shown
4. Visit a child's clothing shop

C. Vocabulary

1. Clothes
2. Coat
3. Shoes
4. Socks

XI. Our Home Approximately three weeks

A. Goals

1. To teach the child that the home should be a happy place for the family to live
2. To encourage the child to talk freely about home and family situations

B. Activities

1. Read stories about the home such as "The Three Little Pigs"
2. Present bulletin boards to be used to help create discussion about the home
3. Play with a toy doll house
4. Play house
5. Take a field trip to the teacher's home

C. Vocabulary

1. Home
2. Family
3. Mother
4. Daddy

XII. School Bus Approximately two weeks

A. Goals

1. To teach the child that the school bus is a means of transportation
2. To teach safety habits concerning the school bus
3. To teach good behavior habits on the school bus

B. Activities

1. Discuss the school bus and the school bus driver
2. Show pictures which illustrate safety on the school bus
3. Show films and filmstrips about the school bus
4. Take a trip on the school bus

C. Vocabulary

1. School bus
2. Driver
3. Stop
4. Seat

XIII. Our Town Approximately three weeks

A. Goals

1. To teach the child about the things in his town
2. To teach the child the duties of a good citizen
3. To teach the child the value of various personages and offices in the town

B. Activities

1. Make a bulletin board with pictures from magazines to represent various things in the town
2. Have a policeman come and talk to the class
3. Tour the places of interest in the town

C. Vocabulary

1. Big Spring
2. Town
3. Community
4. Citizen

XIV. Choosing Friends

Approximately three weeks

A. Goals

1. To teach the child how to win friends
2. To teach the child why friends are needed
3. To teach the child the desirable qualities in a friend
4. To teach the child personal responsibility in friendship

B. Activities

1. Read stories of friends
2. Present pictures for discussion about friends
3. Practice being friends with other children

C. Vocabulary

1. Friends
2. Love
3. Classmate

XV. Weather

Approximately two weeks

A. Goals

1. To teach the child weather facts
2. To teach the child the purpose of the different weather elements

B. Activities

1. Make a pictoral chart of weather changes
2. Read stories concerning the weather
3. Show pictures to illustrate different types of weather

C. Vocabulary

1. Weather
2. Rain
3. Snow
4. Ice

LEVEL II

INTRODUCTION

The curriculum for Level II is designed for the child whose chronological age is from 9 to 10 years and whose mental age ranges from 5 years, 6 months to six years, 4 months. The academic program consists of a continuation of the readiness program begun in Level I.

The subjects presented at this level are communicative arts, number concepts, social studies and science--all coordinated with music, creative drama, and physical fitness.

Arithmetic

Level II

Development of Number Skills

I. Objectives

A. To provide a basic program for pupils which will, by the time of their leaving school, give them a grasp of the fundamental processes so that they can apply them to actual problem situations, learning that arithmetic has an immediate application to real life

B. To provide pupils with a working knowledge of the value of money--how it is earned, spent, and saved

II. Content and/or Activities

A. Development of concepts--time, location, weight, speed, money, form, quantity (These concepts develop slowly after readiness of the pupil and by purposeful planning and systematic development by the teacher.)

1. Concrete experiences as class activities or games, such as:
   a. Look at the calendar to see how many more days there are until Christmas
   b. How many hours have we been in school since lunch?
   c. How many more minutes until recess?
   d. Can you find Webb A. F. B. on the map we made of Big Spring?
   e. Who weighs more (less)--you or your daddy?
   f. Which is going faster--the long or the short hand on the clock?
   g. Which travels faster--a jet or a helicopter?
   h. Do you know how much change you will get from your quarter if you pay 10¢ for a candy bar?
   i. Can you remember the correct way to put your arithmetic problems on paper?
   f. Do you buy eggs by the pound or by the dozen?
2. Work sheets with oral directions, such as:
   a. Put an x over the tallest tree
   b. Put an x under the largest rabbit
   c. Draw a circle around the smallest house
   d. Make a square with your counting sticks
   e. Make a triangle with the green pipe cleaner
3. Felt, flannel, or magnetic boards to match words and symbols; as,

   Triangle △

   Rectangle ▭

   Circle ○

   Square □

4. Directions
    a. Learn directions--North, South, East, West
    b. Play games giving and following directions
    c. Read wind sock and weather vane (Make and use wind sock and pin-wheel)
    d. Simple map reading
    (Make map of school room, home, or school)

B. Counting

1. Skills to be developed
    a. Enumeration by 1's
    b. Grouping by 2's, 5's, 10's
    c. Counting by 2's to 30; by 5's and 10's to 100
    d. Ordinals--first to tenth--as the need arises
2. Teaching counting skills
    a. Counting familiar objects in the room
    b. Use of counting games; lotto; pegboard; One-Two Buckle My Shoe; Ten Little Indians, etc.
    c. Work sheets--fill in missing numbers
    d. Making calendar
    e. Grouping articles in 2's, 5's, and 10's
    f. Work sheets--draw circle around groups of pictures
    g. Flannel board--arrange numbers in order
    h. Use of abacus
    i. Number cards, paste stars or pictures on a card
    j. Use dominos for grouping

C. Reading, writing, and recognizing numbers

(A child begins to associate the number word with the symbol through experience and class activity. Much practice and explanation must go into the understanding of the place arrangement of our number system.)

1. Skills to be developed
    a. Understanding quantity of numbers
    b. Place value of ones, tens, hundreds, thousands
    c. Zero as a place holder
    d. Recognizing and reading numbers
    e. Writing numbers
2. Teaching reading, writing, and recognizing numbers
    a. Large muscle activity by tracing and writing numbers on board
    b. Work sheets--tracing numbers, match pictures and symbols
    c. Writing numbers by rote
    d. Association of numbers with objects--beads, seeds, pegs
    e. Reading and making calendars
    f. House numbers
    g. Thermometer and temperature chart
    h. Number pages in books
    i. Score chart for games
    j. Place value cans or jars for larger group activity--tens and ones
    k. Number board

- l. License tags
- m. Speedometer

D. Arithmetic skills

(Teaching the basic fundamental arithmetic skills must be planned to include incidental learning and a systematic program of direct teaching. The facts must be meaningful and must be based on daily needs and situations rather than mechanical memory work.)

1. Addition and subtraction mechanistic
   (Pupils must first learn the meaning of addition and subtraction and then (only after each can be identified) the basic facts may be presented as groups or number families. The use of concrete objects must be used to develop meaning.)
   - a. Skills to be developed in teaching addition and subtraction
     - (1) Understanding of addition
     - (2) Understanding of subtraction
     - (3) Relationship of addition and subtraction
     - (4) Carrying to tens place
     - (5) Borrowing from tens place
   - b. Teaching addition and subtraction
     - (1) Use of blocks, beans, etc. to combine numbers
     - (2) Writing and reading number combinations

$$\begin{array}{l} 2+3=5 \\ 3+2=5 \end{array} \qquad \begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array} \quad \begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$$

     - (3) Use of visual aids
     - (4) Buying and selling--playing store
     - (5) Games
2. Multiplication and Division
   (Multiplication and division concepts are an outgrowth of addition and subtraction facts. Should be introduced with concrete objects.)
   - a. Skills to be developed
     - (1) Basic understanding of multiplication and division
     - (2) Reading and writing of symbols X, ÷, $\overline{)\quad}$
     - (3) Multiply and divide problems as they apply to pupils' social needs
   - b. Teaching multiplication and division
     - (1) Use of visual aids
     - (2) Problem solving applied to social situations--of shows, parties, etc.
     - (3) Flannel and peg board work
     - (4) Number and spinner wheels

E. Telling Time

1. Skills to be developed
   - a. Develop the ability to tell time--
     - (1) hours
     - (2) half hours
     - (3) quarter hours

            - (4) five minute intervals
            - (5) progress according to ability of child
        - b. Know twenty-four hours in a day
        - c. Understand A. M. and P. M.
        - d. Develop the relationship and meanings of calendar experiences--
            - (1) seasons
            - (2) months
            - (3) weeks
            - (4) week
            - (5) day of week
            - (6) birthdays
            - (7) holidays
    - 2. Teaching skills
        - a. Study of actual clock and play clock
        - b. Television and radio
        - c. Clock chart to show recess time, lunch time, etc.
        - d. Invitations giving time, date, etc.
        - e. Daily plans--work and play schedules
        - f. Make calendars
        - g. Birthday calendars
        - h. Study ways people of long ago told time
        - i. Clock with Roman Numerals

F. Measurement

(A child begins to understand the meaning and need of measurement from association with actual situations in the home and school.)

- 1. Concepts to be developed
    - a. Size of inch and half inch
    - b. 12 inches equal 1 foot
    - c. 3 feet equal 1 yard
    - d. Size of pint, quart, gallon--and relationships
    - e. Size of cup and ½ cup
    - f. Size of teaspoon and tablespoon
    - g. 16 ounces equal 1 pound
    - h. Read and understand a simple thermometer
- 2. Teaching measurement
    - a. Cooking, baking, gardening, sharing together
    - b. Measuring room, desks, etc.
    - c. Make cook book
    - d. Play store
    - e. Keep weight and height chart
    - f. Help mother cook at home--bring recipe for cookies, candy, etc.
    - g. Bulletin board
    - h. Hobbies--sawing, hammering, building

G. Money

(Ideas and understanding of money value are developed by practice in meaningful situations where actual money is used.)

1. Terms and values to be established
    a. One penny - one cent - 1¢, $ .01
    b. Nickel - five cents - 5¢, $ .05
    c. Dime - ten cents - 10¢, $ .10
    d. Quarter - twenty-five cents - 25¢, $ .25
    e. Half Dollar - fifty cents - 50¢, $ .50
    f. Dollar - One hundred pennies - $1.00
    g. Dollar and cent signs
2. Instruction in establishing money value
    a. Buying and selling in a store, making change
    b. Play store
    c. Use of cash register
    d. Lunch and milk money
    e. Saving stamp program
    f. Post Office
    g. Treasurer reports
    h. Grocery lists

H. Fractions

1. Concepts to be developed--depending on ability of child
    a. A whole
    b. The relationship of the fractional part of 1/2, 1/3, 1/4 to a whole
    c. Understanding the symbols of fractions
2. Teaching fractions
    a. Cutting paper into equal parts
    b. Use of visual aids
    c. Sharing of candy, cake, fruit, etc.
    d. Fraction kit--flannel or paste board

III. Materials and Resources

A. Books

1. Textbook and practice books
2. Manuals
3. Barber, Gertrude A., A Curriculum for Mentally Retarded Children

B. Films

1. Calendar: The Days, Weeks, Months
2. Let's Count

C. Miscellaneous

1. Buttons
2. Beads
3. Paper dolls
4. Pictures
5. Scales
6. Calendars
7. Clocks--real and play
8. Work Sheets

Materials and Resources

9. Counting sticks
10. Straws and pipe cleaners
11. Flash cards
12. Compass
13. Maps--city, Texas, U. S., World
14. Wind sock
15. Block
16. Abacus
17. Games
18. Dominos
19. Domino cards
20. Thermometer
21. Old license plates
22. Counting frame
23. Country store

IV. Evaluation

Communicative Arts

Level II

I. **Objective**

Become as effective as possible in oral and written communication

II. **Content and/or Activities**

A. Language development

1. Exchange ideas; ask and answer questions
    - a. Health discussions; weather reports
    - b. Guiding children in speaking in complete sentences
    - c. Sharing home events; school and play experiences
    - d. Finger games, rhymes, riddles, choral speaking, creative drama, puppets
    - e. Plastic screen for shadow plays
2. Retell events, following a sequence
    - a. Encourage children to retell stories read to them and to draw pictures about stories
    - b. Telling stories from pictures
    - c. Field trips
    - d. Encourage dramatic play, both for recreating stories read to the children and in developing their own group stories
    - e. Follow directions for games
3. Converse freely: Use courteous expressions; use a quiet voice
    - a. Use toy microphones and dramatize "pretend" TV programs
    - b. Use roller type movies made by the children.
    - c. Use tape recorder and evaluate voice tones
    - d. Dramatize telephone conversations
    - e. Play echo and answer games; Two groups are at opposite sides of the room and one group asks a question, and the other echoes the answer
4. Call familiar objects by correct names
    - a. Classification of objects and fluency in remembering words developed through games; as, How many flowers (or colors) can you name?
    - b. Stimulate discussion periods about displays, hobbies, etc.
    - c. Making and labelling collections so children will become familiar with and associate printed symbols with objects they handle
    - d. Games: Bean bag toss, Word Cards, etc.
5. Learn to evaluate and plan
    - a. Discussions to plan, develop, appraise and summarize some activities
    - b. Preparing booklets or charts for planning or evaluating, such as classroom "Helper Jobs"
    - c. Organize information for bulletin board
6. Working with sounds
    - a. Sound and sound effects--the wind, rain bird calls, etc.

    b. Dramatizations and choral speaking creating sound effects; laughing, crying, horses running; loud and soft effects of voice

B. Listening

1. Listening with a purpose in mind (focus of attention); enjoyment, information, direction, appreciation
    a. Playing directional games such as "Simon Says," "Hands Down," or games involving a series of 3 directions to be carried out step by step--in sequence
    b. Playing directional speech games; Giving directions for school assemblies, lunch periods, field trips, etc.
    c. Encourage listening for enjoyment during story hour, stimulating imagination and developing vocabulary
2. Recognizing and enjoying rhythm of sound
    a. Speech and musical games, simple choral readings, poetry, and rhymes
    b. For auditory training in rhythm of sound children may be asked to name as many words as they can that begin with particular sounds or rhyming words
    c. Play game of listening for different tones as teacher taps on different objects
3. Courteous listening to others--
   (During discussion periods encourage courteous listening to others)
4. Developing auditory discrimination
   (Distinguish main point from details; select causes and effects; separate fact from fantasy)
    a. Encourage children to retell and act out stories read to them
    b. Make chart stories, noting the main points
    c. Listen for sounds about the room and on the street outside
    d. With the aid of the teacher the children should try to classify the stories read during story hour as to whether content was fact or fantasy
    e. Play listening games for hearing similarities and differences in mechanical noises; animal noises; speech and music sounds
    f. Correlate with spelling and writing
    g. Discuss stories in After the Sun Sets and Texas People

C. Reading

1. Reading readiness
    a. Tests should be given to evaluate the mental age of the children
    b. Reading should not be taught as such until the child has a mental age of 6 or 6½
2. Use filmstrips, charts, pictures, stories and field trips to provide an extensive background of experiences

   a. Employ puzzles, matching games and pictures to develop visual memory and discrimination of likeness and difference
   b. Further develop auditory discrimination--use stories, poems, records and listening games
   c. Note that the children have the ability to follow both oral and written (drawn) directions
   d. Develop left to right progression in eye and hand movement
   e. Create a desire to read by using filmstrips, field experiences, and by reading many stories and poems to class
   f. Direction games
   g. Hunt the Treasure
   h. Committees on direction charts (Several children work together to "figure out" certain directions or the Surprise for the Day

3. Functional reading
   a. Labelling collections in classroom
   b. Painting (lettering) traffic signs for safety instructions
   c. Activities: visit a grocery store, post office--observe all important signs on these trips
   d. Develop a sight vocabulary for such words as:
      exit
      stop
      entrance
      men
      women
      caution
      go
      danger
      fire
      keep out
      left
      right
      poison
      ladies
      gentlemen
      men working
      watch your step
      ice on roads
   e. Take walks around the neighborhood observing street signs, sign boards
   f. Encourage the children to follow directional charts in the room such as: "Plans For The Day", "Helper's Chart", "Guess Where", "Look For", etc.
   g. Follow simple recipes
   h. Observe easy directions on how to operate simple household equipment
4. Developmental reading
   a. Learn to attack new words through: contact clues, picture clues, structural clues, phonetic clues (later)
   b. Interest the class in attacking new words by composing and reading experience charts and by composing chart stories as a group project
   c. Further interest in reading and attacking new words. Can be secured by problems involving the use of maps (made by class), experience charts, filmstrips, etc.
   d. Make maps of homes, school room, down town Big Spring, Howard County. Stress directions.
5. Selecting appropriate reading material for leisure time
   a. Learn first hand about different kinds of reading material: Magazines, newspapers, comics, hard cover and soft cover books

- b. Make a book collection in the room and discuss the type of books. Construct a play newsstand and library corner
- c. Read stories to children
- d. Hobbies leading to interest in reading

6. Grouping for instruction--a standard test can be given to help place in groups (Teacher's judgement)
7. Ways of increasing reading efficiency
    - a. Matching pictures; words; picture with word; picture with phrase
    - b. Selection: Choose the correct word; mark the word; strike out the wrong word
    - c. Finding little words in big ones
    - d. Put a circle around words that sound like bat or and or book
    - e. Find three words beginning with r, or d, or b (rhyming words)

D. Writing and Spelling

1. Readiness--development of hand muscles for writing
    - a. Clay modeling of small figures
    - b. Finger painting
    - c. Copying shapes (circles, squares, etc.)
    - d. Construction of little toys
    - e. Drawing pictures
2. Readiness--writing skills children should have before starting manuscript writing
    - a. Sight vocabulary for the words they will write
    - b. Ability to express ideas in sequence
    - c. Ability to listen and follow simple directions
3. Beginning manuscript writing
    - a. When hand-eye movements are coordinated, start printing, first copying teacher's manuscript on tag board or chalk board
    - b. Each child is given a printed copy of his name to copy from
4. Developing legible writing (letters)
    - a. Print labels of classroom equipment
    - b. Invite parents to open house or parents' night
    - c. Gift tags
    - d. Class newspaper
    - e. Seat work and paper heading
    - f. Thank-you letter
    - g. Fill in forms (teacher-made)
    - h. Encourage functional writing activities using name, address, phone numbers
5. Evaluating writing progress
    - a. Save a paper of writing for several weeks, then do the same paper over and compare
    - b. Encourage children to evaluate their own work
6. Spelling readiness and spelling
    - a. Select the words for the unit of work in progress: teacher's list, Dolch Spelling List for Primary Grades; readiness section of second grade spelling text
    - b. Select words that are used in speaking, reading, writing vocabulary of the children

- c. Effective methods for learning how to spell
  - (1) See the word written
  - (2) Hear the word spoken
  - (3) Pronounce the word
  - (4) Know the meaning of the word
  - (5) Write the word kinesthetically
  - (6) Close eyes and "see" the word
  - (7) Look at the written word again
  - (8) Write the word from dictation
  - (9) Write the word in a sentence
  - (10) Review the word often during the first week of learning
  - (11) Test the word once a week (Correlate with phonics, beginning initial sound of letters. Some children may be able to understand difference in vowel sounds and consonant blends
- d. Kottmeyer, Spelling Goals - Book 2

7. Punctuation (Correlate in writing and spelling program)
   - a. Teach the use of capital letters for:
     - (1) People's names
     - (2) Days
     - (3) Months
     - (4) Holidays
   - b. Teach the use of the period at the end of the sentence and for abbreviations such as Mr. and Mrs.
   - c. Call attention to question mark, explaining its use

III. Materials and Resources

A. Language development

1. Books - for teacher
   - a. Ward, Winnifred. Play Making with Children
   - b. Scott, Thompson, and Louise. Talking Time
2. Stories and/or filmstrips
   - a. The Funny Little Man on the Wall
   - b. Alladin and the Wonderful Lamp
   - c. William Tell
   - d. Robin Hood
   - e. Walt Disney stories
   - f. Mother Goose
3. Films
   - a. Fall Brings Changes
   - b. Animals in the Fall
   - c. The Golden Axe
   - d. Three Little Kittens
4. Material on care of pets
5. Charts--pupil made
   - a. Experience
   - b. Weather
   - c. Local and World News
6. Equipment
   - a. Toy microphones
   - b. Toy television set
   - c. Television set

- d. Toy movie projector
- e. Movie and filmstrip projectors
- f. Tape recorder
- g. Toy or real telephones

7. Miscellaneous
    - a. Mounting and labeling picture materials
    - b. Display of labeled objects or collections
    - c. Scrapbooks
    - d. Hobbies

B. Listening

1. Books - for teacher
    - a. Lasser, Leon. Fun and Play with Sound and Speech
    - b. Scott, Thompson, and Louise. Talking Time
    - c. Hemphill, Irene. Choral Speaking and Speech Improvement
2. Filmstrips
    - a. Hearing Sounds in Words
    - b. Sounds Around Us
    - c. Consonant Sounds
    - d. Vowel Sounds
3. Films
    - a. Adventures of Bunny Rabbit
    - b. Common Animals of the Woods
    - c. Fluffy, the Ostrich
    - d. Animals in Winter
    - e. Animals in Spring
4. Songs
    - a. The Drum Major
    - b. The Bell Ringer
    - c. The Bus
    - d. Echo
    - e. Easy action songs
5. Miscellaneous
    - a. Bird call album of records
    - b. Mood music--records or piano
    - c. Tape recorder

C. Reading

1. Testing services of school district
2. Filmstrips
    - a. Hearing Sounds in Words
    - b. Letters Which Work Together
    - c. Consonant Sounds
    - d. Long Vowel Sounds
    - e. Cinderella
3. Films
    - a. Gray Squirrel
    - b. The Hare and the Tortoise
    - c. Little Rooster Who Made the Sun Rise
    - d. Shep, the Farm Dog
    - e. Sleeping Beauty
    - f. Three Little Kittens

- g. Ways to Find Out
- h. Spring Brings Changes
4. Games
5. Experience charts
6. Word and flash cards
7. Pictures
8. Textbooks and practice books
9. Tape recorder

D. Writing and Spelling

1. Spelling texts and printed primary spelling lists
2. Dictionaries
3. Lined writing paper
4. Kinesthetic aids
    - a. Modeling clay
    - b. Finger paint paper
    - c. Liquid starch and tempera for finger paint

IV. Evaluation

A. Frequent review

B. Testing devices

C. Files of children's work

D. Anecdotal records

Social Studies

Level II

Social Maturity and Family Living Skills

I. **Objectives**

- A. Social Maturity
- B. Effective citizenship
- C. Development of responsibility
- D. Good relationships with family, peers, and adults

II. Content and/or Activities

- A. Home
  1. Know and accept role of each member--accept and perform home jobs and duties--respect authority of parents and groups
     - a. Individual family members--mother, father, sisters, brothers
     - b. Each member's work and responsibility--mother's, father's, children's
     - c. Make homes from paste board boxes, heavy paper, etc.
     - d. Make furniture
     - e. Pictures of family work or fun
     - f. Start children on hobbies--crafts, art work, cooking, sewing, mending, etc.
     - g. Dramatize parent's work, children's work; use of manners, use of toy phone and dramatize telephone use and courtesy
  2. Learn about wise spending of money
     - a. Ways of earning money
     - b. Where does our money come from?
     - c. How is it used?
     - d. Make a chart with children showing how earnings are used--for food, shelter, clothing, pleasure
     - e. Allowance--How much? Do we get the most for our money?
     - f. Selection of toys or articles that will last, not break easily; repair a toy or clothing
  3. Recognize the family as social unit (Cooperation and participation)
     - a. Murial of family fun: Hobbies, sports, reading, parties, trips, radio and TV
     - b. Plans for a trip or outing
     - c. Cost of TV and repairs
     - d. Cost of game equipment
     - e. Plan and have a party, holidays and birthdays

4. Understanding problems of health and physical environment--physical and mental health--improvement of physical environment (home beautification)
    a. Care of the house
    b. Write or color on paper, not walls
    c. Get permission before driving nails for hanging pictures, etc.
    d. Pick up papers from the yard. Put waste paper in the proper place
    e. Start flowers from seeds for house plants
    f. Correlate with health

B. School

1. Experience individual's role in democratic procedure--class elections
   (Know privileges and accept responsibilities)
    a. How we participate in school activities; fire drill, lunch room, school patrol, school program
    b. Dramatize correct behavior of above activities
    c. Make a chart of class-made rules of behavior
2. Be aware of contributions of each group member. Choose class officers and/or assign class jobs to children best suited, remembering individual abilities and qualifications for class officers
3. Learn and respect role of all persons at school
    a. Who are the school helpers?
    b. Make list of all persons and their duties
    c. Invite custodian to tell class ways they can help
4. Recognize and respect public and private property
    a. Care of personal items and how to share them with others
    b. Care and use of school property; desk, chairs, play equipment, grounds, tools
    c. Develop pride in room's appearance
    d. Care of class pet
5. Learn and respect rules of the group and school
    a. Why do we have safety rules, safety officers?
    b. Make charts and safety signs
6. Know and respect the school plant
    a. Classroom
        (1) Care of furniture and equipment, floor, boards
        (2) How can room be best arranged?
        (3) What interest centers do we need?
        (4) How can we make our room attractive and keep it that way?
        (5) Learn about cleaning the classroom
    b. School Plans
        (1) How can we keep our school clean and attractive?
        (2) Should only the custodian pick up paper?
        (3) Chart about care of building
    c. Respect and value work well done
        (1) How can we select games or jobs we can do?
        (2) Is the job worth doing?

        (3) How can I do my best?
        (4) Evaluate the work together
    d. Select and form friendships
        (1) How we share toys, games and books
        (2) Taking turns
        (3) Why we need friends
        (4) List the things we look for in selecting friends
        (5) Dramatize simple pleasantries to say to parents, teachers, principal, children

C. Community

1. Recognize the interdependency of people and places; participate in community activities; recognize contributions of different races, nationalities and cultures; learn role of community helper
    - a. What is a community?
    - b. Who lives in our community?
    - c. Field trips
    - d. Make maps of community areas
    - e. Farm and food, where it comes from
    - f. Grocery store, Post Office, Zoo, Park
    - g. Fireman, policeman
    - h. Transportation
2. Know particular physical factors; how they provide opportunities. How our rivers, mountains, oceans, lakes provide jobs for people and help feed us
3. Know and respect the law
    - a. Who makes the laws?
    - b. Why do we have laws?
    - c. Roles and responsibilities of persons in authority--home, school, community
4. Become aware of job opportunities in relation to own capabilities and limitations
    - a. Ability to listen
    - b. Ability to carry out directions
    - c. Ability to get along with others
    - d. Ability to live by the rules--punctuality, honesty

III. Materials and Resources

A. Study of the home

1. Songs:
    - a. My Home's in Montana
    - b. Home on the Range
    - c. My Mother's Song
    - d. Home Sweet Home
    - e. Hush, Little Baby
    - f. Go to Sleep
    - g. Cradle Song
    - h. Mother and Baby
    - i. Helping Mother Bake A Cake
    - j. The Cupboard
    - k. Don't Want To Go Home
    - l. Klein, Klein, Kleuterken

2. Filmstrips
    a. Introductions
    b. Manners at Home
    c. Manners at Play
    d. Where Our Food Comes From
    e. Larry Takes A Train Trip
    f. Manners at Parties
    g. Manners While Visiting
3. Films
    a. Pipes in the House
    b. Shep, the Farm Dog
    c. Lets Build a House
    d. Fairness for Beginners
    e. Living and Growing
    f. The Hare and the Tortoise
    g. Johnny Appleseed
4. Dramatizations
5. Books

B. Study of the school

1. Filmstrips
    a. After School Hours
    b. Manners at School
    c. School in the Country
2. Films
    a. Living and Growing
    b. Navajo Children
    c. Children of Holland
    d. Australia
    e. Children of Switzerland
    f. Animals at the Zoo
    g. Farm Animals
    h. Clothes to Wear
    i. Colonial Children
3. Dramatizations

C. Study of the Community

1. Filmstrips
    a. Manners in Public
    b. An American Farmer
    c. A Country Fair
    d. The New Fire Engine
    e. The Rural Village
    f. Living on a Farm
2. Films
    a. Our Community
    b. What Our Town Does for Us
    c. The Fireman
    d. The Mailman
    e. Railroads
    f. The Clothes We Wear
    g. Community Workers
    h. Texas Films

3. Books
    a. Work and Play with Janet
4. Dramatizations

IV. Evaluation

A. Tests

B. Observation

C. Evidence of progress and improvement in attitude toward and in relationship to home, school, and community

Social Studies

Level II

Health and Safety Habits

I. **Objective**

(Learning to be safe and healthy, mentally and physically)

II. **Content and/or Activities**

A. Personal health, mental and physical

1. Know about adequate diets
   Discussion:
   a. What foods do you list best? Least?
   b. What do we eat during the day?
   c. The seven basic foods
   d. Bulletin boards
   e. Posters--color pictures of foods cutting vegetables from construction paper or paper-mache' or clay fruits and vegetables
2. Know needs for sleep and rest
   Discussion:
   a. When should we rest?
   b. How do we rest: sleeping, rest periods (relaxing music), quiet time
   c. Charts for different ages and hours of sleep needed
   d. Individual charts of hours slept
3. Practice personal cleanliness and good care of the body
   Discussion:
   a. Why, how, and when we wash hands, face, teeth, hair, body
   b. Habits of cleanliness--rules
   c. Parts of body
4. Consider clothing--cleanliness, care, suitability
   a. Care of clothing
   b. Seasons and different kinds of clothing
   c. Shoes--size and proper kind for different activities
5. Keep surroundings clean and healthy
   a. Roles of each family member in keeping the house clean and healthy
   b. Role of each family member in caring for lawn, yard, etc.
   c. Well kept desks
6. Learn proper care of teeth
   a. Why do we need clean teeth?
   b. Learn about different kinds of teeth
   c. How to clean teeth
   d. Bulletin board showing different kinds of animal's teeth
7. Building habits of good posture
   a. Pictures or demonstrations of correct posture--sit, stand, walk

- b. Why is it important to have good posture?
- c. Dances, games and classes showing proper carriage and posture (Correlate with P. E.)
- d. Dramatizations

8. Learn proper amounts of exercise, play, relaxation--use of leisure time
    - a. Exercise through games, rhythms, dances, or dramatizations
    - b. Exercise through work
    - c. Learn proper use and care of equipment
    - d. Learn rules for different games
    - e. Individual and group participation
    - f. Spectator's role--fun to watch

B. Community Health

1. Know health and sanitation agencies and services
    - a. Refuse or garbage man--Why does he start early? What does he do with the waste?
    - b. Make map of how and where we get our water
    - c. County health and School nurse
    - d. Dramatizations of worker's jobs
    - e. Bulletin board display of different jobs--Newspaper clippings of health topics
2. Understanding how communicable diseases spread--responsibilities of individuals and groups
    - a. What are symptoms of common diseases?
    - b. How do symptoms warn us?
    - c. How do common diseases affect us?
    - d. Ways we avoid illnesses--proper clothing, rest and diet, cleanliness, disinfectants, handkerchiefs or Kleenex
3. Learn about Civil Defense in relation to locale
    - a. Possibility of air raid drills
    - b. Discussion of Webb Air Force Base and its role in Civil Defense

C. Safety in home, school, community

1. Learn safety rules. Accept responsibility for self. Recognize consequences of carelessness. Recognize accident hazards
    - a. Bulletin board display of safety rules or accidents
    - b. Safety rules for home, school, community
    - c. Why we should obey these rules
    - d. Field trips:
        - (1) Fire Station
        - (2) Police Station
    - e. Make safety signs
2. Learn rules of simple First Aid
    - a. What is First Aid?
    - b. Read and demonstrate simple
        - (1) First Aid by charts - dramatizing
        - (2) Painting
        - (3) Small wounds, cuts, bruises

        - (4) Punctures
        - (5) Bites--animal, insect
        - (6) Blisters
        - (7) Burns--fire, sunburn
        - (8) Sprains

3. Whom should we turn to for help in emergencies?
    - a. At school--teachers, principal, nurse, custodian
    - b. At home--parents, neighbors
    - c. Community--doctors, Police Department, Fire Department

    (Dramatize contacting sources of help in emergencies, giving name, reason for calling, address--your own, and direction to accident.)

III. Materials and Resources

A. Personal health, mental and physical

1. Information and materials about people who contribute to good health
    - a. Doctors
    - b. Dentists
    - c. Nurses
    - d. School nurse
    - e. Community services and workers
        - (1) Health Department
        - (2) Police Department
        - (3) Civil Defense Bureau
        - (4) Highway Department
        - (5) Fire Department

        (If possible have various speakers from preceding list in school or classroom)
2. Bulletin board displays or exhibits
    - a. Pupil made charts of meal planning
    - b. Basic "Seven Food Chart"
    - c. Mother Hubbard Chart of different foods
    - d. Proper clothing for each season
    - e. Pictures of well-kept homes
    - f. "Let's Play Safe" chart
3. Other displays
    - a. Tooth model
    - b. Model of fire or police stations
4. Books
    - a. "Handbook for Boys"
    - b. First Aid Books
    - c. Health and science texts
5. Films
    - a. Eat for Health
    - b. Foods That Build Good Health
    - c. Living and Growing
    - d. Posture Habits
    - e. Good Health and You
    - f. Health and Safety
    - g. The Fireman
    - h. First Aid On The Spot

6. Filmstrips
    a. Your teeth
    b. Save Those Teeth
    c. Your Posture Good and Bad
    d. Billy Meets Tommy Tooth
    e. Care of Hair and Nails
    f. Your Body and You
    g. Your Body and How to Take Care of It
    h. Where Our Food Comes From
    i. Clothes We Wear
7. Music for recreation and body building
    a. Records and printed music
    b. Instructions from rhythms and dances
8. Field trips
    a. Webb A. F. B.
    b. Police Station
    c. Fire Station
9. Miscellaneous
    a. Fever thermometer and first aid supplies
    b. Newspapers, wheat paste, clay

IV. Evaluation

A. Tests

B. Observation

C. Evidence of awareness of importance of personal health and safety

LEVEL III

INTRODUCTION

The curriculum guide for teaching the mentally retarded in Level III is developed to help the teacher or teachers develop a program in communicative arts, arithmetic skills, science, and social studies for pupils whose C. A. is 11-12 years and approximate M. A. from 5-5 to 9-2. It continues the work begun in Level I, and Level II; adding according to the pupils capability and leading to vocational training.

The boy or girl in Level III needs to be offered every opportunity to acquire as much academic knowledge as he is able to cope with.

Communicative Arts

Level III

Reading

I. Objectives

A. To teach student to read simple directions

B. To teach student to read signs such as danger, keep out, men, women, poison, etc.

C. To teach student to recognize days of week, months, years

D. To teach student to read easy leisure time magazines and simple books for pleasure, parts of newspaper, job applications, letters, etc.

II. Content and/or Activities

A. Oral language enrichment

1. Develop new concepts
2. Encourage discussion of experiences
    a. New words
    b. Use of complete sentences
3. Discuss classroom activities
4. Discuss current events

B. Vocabulary development and enrichment

1. Relate each new word to child's experiences
2. Provide for meaningful use of each new word
3. Dramatize action words
4. Keep daily charts of activities and weather
5. Use picture books, films, filmstrips
6. Classify words--as animals, people, colors, etc.

C. Word recognition and analysis

1. Recognize new words from context
2. Recognize the sounds of initial and final consonants
3. Recognize common glends--as, bl-fl-br-tr-etc.
4. Use consonant substitutions--as, cat-sat; jump-bump; etc.
5. Discriminate between words of similar form--as, think-thank, went-want; etc.
6. Recognize contractions

D. Reading assignments

1. Textbooks--oral and silent
2. Pleasure reading from easy books
3. Look up names and addresses in telephone directory

4. Read want ads in newspapers
5. Read instructions written on chalk board
6. Read and fill application blanks and social security and tax forms
7. Study simple indexing
8. Make and read safety and road signs
9. Read driver's tests
10. Write and read letters in class
11. Make and read charts
12. Use of dictionary
13. Work simple crossword puzzles
14. Read funny books for pleasure

III. Materials and Resources

A. Textbooks--reading, geography, spelling, and arithmetic

B. Library books

C. Newspapers

D. Magazines

E. Catalogues

F. Telephone directories

G. Application blanks

H. Tax forms

I. Maps

IV. Evaluation

Level III

Spelling

I. Objectives

A. To develop spelling as a tool to meet pupil's

1. Social Needs
2. Emotional needs
3. Vocational needs

B. To help pupil develop attendant skills

1. Spelling power
2. Use of dictionary
3. Functional reading and writing

II. Content and/or Activities

A. Seat work

1. Filling blanks in sentences or story
2. Writing original short paragraphs or short stories
3. Matching pictures with factual words
4. Writing letters, messages, invitations, notes, and lists
5. Look up meanings of assigned words in dictionary-copy definitions
6. Rhymes or short poems

B. Charts

1. Vowel chart
2. Consonant chart
3. Pictures illustrating spelling words
4. Phonetic family charts

C. Games

D. Use of textbooks, following plans and suggestions

E. Use of easy word lists

F. Make and study word lists of functional words

III. Materials and Resources

A. Spelling lists

B. Textbooks

C. Chalkboard

D. Teacher made materials

Materials and Resources

1. Seat work
2. Flash cards
3. Pictures
4. Charts
5. Games

E. Dictionaries

F. Commercial materials
1. Phonics
2. Spelling
3. Reading
4. Language

IV. Evaluation

Arithmetic

Level III

I. **Objective**

(To develop basic number concepts to meet needs of daily living)

II. **Content and/or Activities**

A. Work from textbooks and workbooks

B. Study dates, prices, listings, and ads from newspapers

C. Fill in forms

D. Figure expenses, bills, distances

E. Figure cost of:

1. Food
2. Clothing
3. Housing
4. Car up-keep
5. Taxes
6. Entertainment
7. School supplies

F. Field trips

1. Bank
2. First Federal
3. Social Security offices
4. Employment office
5. Insurance company
6. Loan company
7. Income tax office
8. Post office

G. Class work to promote understanding of:

1. Cost
2. Expense
3. Receipts
4. Overhead
5. Mortgages
6. Dividends
7. Rent
8. Insurance
9. Taxes
10. Buying
11. Misleading advertisements
12. Installment buying
13. Postal practice

H. Studying occupational problems

1. Hours
2. Rate of pay
3. Withholding tax
4. Social Security
5. Retirement
6. Sick leave
7. Health insurance
8. Life insurance

III. Materials

A. Textbooks

B. Newspapers

C. Social Security booklets

D. Insurance policies

E. Application forms

F. Price lists

G. Bank books

H. Deposit slips

IV. Evaluation

Science

Level III

I. Objectives

A. Learn about self and how self must fit into society

B. Learn to respect self

II. Content and/or Activities

A. Plant Life

1. Structure of seed
2. Growth of seed
3. Definition of a seed
4. Sex of a seed
5. Pollination of seed
6. Fertilization of seed

(Read together about seed -- Study pictures showing sex, pollination, and fertilization -- Draw pictures -- Become familiar with the term "sex" and learn to accept it as a part of all living things -- Grow seed so that both root and leaves may be observed as they grow)

B. Insect

1. Organization of colonies
2. Reproduction (Sex - this word should not be startling to the group by this time. If it should be, again emphasize that sex is a part of all living things.)
3. Role each sex assumes after fertilization
   (Read books - Discuss colony, sex, social responsibilities, sex responsibilities - Draw pictures - See films - Field trip to Jr. College to observe a Bee Colony - Tell experiences)

C. Reptiles and Amphibians

1. Living habits
2. Reproduction
3. Responsibilities of adults
4. Growth of young
5. Enemies
6. Life span
   (Read and discuss books - Role each sex plays after fertilization - Responsibilities of the adult - Draw pictures - Tell own experiences)

D. Birds (American eagle, duck, geese, swan)

1. Living Habits

- a. Choosing a mate
- b. Reproduction
- c. Family living

2. Enemies
3. Life span
   (Read together - Tell of own observations and experiences - Draw pictures - See films)

E. Animals
   (Bear, cougar, jaguar, fox, wolf, coyote, domestic animals)

1. Living habits
   - a. Choosing a mate
   - b. Reproduction
   - c. Family living
2. Enemies
3. Life span
   (Read together - tell of own observation and experiences - Draw pictures - Make reports - See films)

F. Human beings

1. The human body
2. Family living
   - a. The home
     - (1) Father and Mother
     - (2) Head of house
     - (3) Bread winner
     - (4) Guidance
     - (5) Final authority
   - b. Care of children
     - (1) Physical
     - (2) Emotional
     - (3) Social
3. Self Image
   - a. Responsibilities
     - (1) Parents
     - (2) Siblings
     - (3) Society
     - (4) Self
   - b. Growing up
     - (1) Accept mistakes
     - (2) Make decisions
     - (3) Relationship to peers
     - (4) Place in society
   - c. Siblings
   - d. Choosing a mate
   - e. Life span
     (Responsibilities in each stage)
   - f. Maturity
     - (1) In own home
     - (2) On the job
     - (3) To the young
     - (4) To the very old
   - g. Senior citizen

Content and/or Activities

(Read together - Study Charts - See films - Talks by school nurse - Discuss own problems, ambitions, limitations, etc. - Observe those about us and results of their behavior - Observe result of our own behavior - Play games - Learn to accept defeat in the right way - Learn how not to be a quitter - Learn to respect the rights of others - Discussion on what we see about us - Try to get each pupil to visualize himself in his parents' position - Observe our own family)

III. Materials and Resources

A. Plant Life

1. The Wonders of Seeds by Alfred Stefferud
2. The First Book of Plants by Alice Dickinson
3. Specimen seed, flowers, grasses, trees, etc.
4. Films--Seed Germination and The Flowering Plant

B. Insects

1. The World Book
2. What Is An Insect by Charles D. Neal
3. The Real Book About Bugs, Insects and Such by Jane Sherman
4. The Wonder World of Ants by Winfred S. Bronson
5. Film: Honey Bee, A Social Insect

C. Reptiles and Amphibians

1. The Book of Reptiles and Amphibians by Michael H. Bevans
2. Frogs and Polliwogs by Dorothy Childs
3. Film: Reptiles and their Characteristics

D. Birds

1. American Wild Life compiled by the Writer's Program of the World Projects Administration in the City of New York
2. The World Book
3. Film: What is a Bird - Chick Embryo

E. Animals

1. American Wild Life Compiled by the Writer's Program of the World Projects Administration in the City of New York
2. The World Book
3. Films: Animals in Winter
   Animals in the Zoo
   Common Animals of the Woods
   Farm Animals--Mammels

F. Human Beings

1. Building Your Life by Judson T. Landis and Mary G. Landis
2. How to Be Happy Though Young by George Lawton
3. A Girl Grows Up by Ruth Fedder

4. Teens Talk Things Over
5. How To Be A Successful Teenager by William C. Menninger
6. All About the Human Body by Bernard Glemser
7. Let's See Your Body and How It Works by John H. Shaw, Glenn Sprague, James Palmer
8. Film: About the Human Body
9. The World Book
10. Psychology for Living by Herbert Sarenson, Marguerite Malm
11. Blue Print for Teenage Living by William C. Menninger, Md.
12. Dominos
13. Checkers
14. Parcheesie, etc.
15. Movies
16. Film strips

IV. Evaluation

Social Studies

Level III

Family Living Skills

I. **Objectives**

A. Knowledge of source, cost, and utilization of family food

B. Knowledge of cost and care of family clothing

C. Knowledge of family responsibility in maintenance of home

II. **Content and/or Activities**

A. Food

1. If possible visit a grocery store with the children
2. Have a play store, let children write names and prices of different items
3. Let children make out grocery list for family
4. Let children set tables in classroom
5. Discuss with children the types of food and where each is grown
6. Discuss with children cost of different holiday meals
7. Discuss with children the importance of labels, brands, qualities, and quantities
8. Discuss with children foods for different occasions
9. Make a picture dictionary of foods

B. Clothing

1. Discuss where we get materials for clothing like cotton, linen, silk, wool, rayon and nylon, rubber, fur, leather
2. Discuss with children various things we use at home other than things to wear, such as curtains, bedding, table cloths, floor covering
3. Discuss various places that clothing can be bought
4. Discuss the care of clothing
5. Discuss with children that some clothing can be washed and some has to be cleaned
6. Have demonstration--show children how to sew on buttons and do simple repairs

C. Homes

1. Discuss with children the people who make our homes
2. Discuss with children the meaning of home
3. Discuss with children what home should mean to them
4. Discuss with children the different types of materials in homes such as stone, brick, trailers, logs, apartments, igloo, forest, desert, cave and boat
5. Discuss with children different types of materials that go into making of a home

D. Academic Correlation

1. Reading
   Books:
   a. Working Together
   b. I Live with Others
   c. Friendly Neighbors
   d. All Around America
   e. Through the Day
2. Arithmetic
   a. Make family grocery lists
   b. Make price lists for personal clothing needs
   c. Figure cost of maintenance of home--insurance, monthly bills, repairs, etc.
3. Writing and language
   a. How many brothers--and sisters--do you have?
   b. Write the names and ages of your brothers and sisters
   c. Stories (written or oral) about family activities
   d. Stories (written or oral) about something you like to do at home
   e. Using catalogues, make list of clothing needed for family

III. Materials and Resources

A. Food

1. Pictures of food
2. Prices of food
3. Classes of foods
4. Nutrition--balanced diet (correlate with Health)
5. Trips to grocery and market

B. Clothing

1. Pictures of clothing
2. Cost of clothing
3. Samples of materials
4. Clothing we wear to school
5. Filmstrip -- "Buying and Selecting Clothing"
6. Catalogues

C. Homes

1. Pictures of homes
2. Prices of homes
3. Books on home maintenance
4. Pictures and cost of furniture

Social Studies

Level III

Social Maturity and Emotional Stability

I. Objectives

A. Cooperation as a citizen

1. With peers
2. With authority
3. In community activities
4. With parents and family

B. Contributions as a citizen

1. Toward self
2. Toward others

C. Adjustment as a citizen

1. Social
2. Vocational

II. Content and/or Activities

A. Classroom discussions

1. Manners and appropriate conduct as a contribution to society
2. Habits of health and hygiene as a consideration for others
3. Characteristics of a good leader
4. Behavior as a factor in making friends
5. The role of various school personnel
6. Problems of growing up
7. Importance of taking turns and sharing
8. Appropriate behavior as a means toward getting along at home and school
9. Importance of clean surroundings--at home, school, and community
10. Rules and laws of home, school, and community
11. Importance of being a good neighbor
12. Personal experiences of behavior

B. Class assignments

1. Picture collection of self care activities
2. Procedures in personal grooming
3. Tests on personal grooming
4. Booklets on grooming and cleanliness
5. List (or copy) rules of conduct
6. List (or copy) rules of good citizenship

C. Class duties

1. Assigned jobs and services at home
2. Assigned jobs and services at school--as keeping room, grounds, building, delivering messages, helping care for younger children, etc.
3. Helping with food service
4. Contributing services to various organizations and drives

D. Parties

III. Materials and Resources

A. Books

1. Science, Health, Safety, pp. 45-46; pp. 141-157; pp. 63-71
2. All Aboard for Health - Book 4, pp. 28, 40, 47, 70, 75, 154, 175, 194, 198
3. Living Today - Units 4, 7, 12

B. Filmstrips

1. Honesty
2. Home and Community Life
3. Manners
4. Citizenship

C. Pamphlets and instructional material

1. Junior Red Cross magazine
2. United Fund Drive information
3. American Girl; American Boy

IV. Evaluation

A. Non-Reading Children

1. Observe children as they take care of classroom chores
2. Observe children on their behavior toward school personnel
3. Let children serve as host and hostess of the room when guests arrive
4. As an observer, let children solve own problems as they arise, such as a misunderstanding
5. Give children a chance to count money taken in for various projects
6. Encourage children to tell about their experiences in the school, home and community
7. Let children act out some good and bad personal habits

B. Children with reading ability

(Choose a word from the list of words below to fill in the blanks.)

Evaluation

Test I

1. Always be ______________ on the streets.
2. Always be ______________ at community gatherings.
3. Be __________ and __________ at all times.
4. I will do all in my power to help keep my community __________.
5. I will be of ______________ to my family.
6. I will ____________ my turn.
7. I will be ______________ with new students.
8. I will ______________ good habits at home and school.
9. ______________ are for every day.
10. ______________ your parents and obey their wishes.
11. Be as polite to your own ______________ as you are to others.
12. I will respect and obey ______________ personnel.

List of words to choose from: Orderly, manners, friendly, quiet, family, practice, help, neat and clean, respect, wait, safe, school.

Test II

Please answer yes or no.

1. ______ Would you eat just foods that you like best?
2. ______ Would you east just cooked foods at all times?
3. ______ I eat something of everything that is prepared for me.
4. ______ I will encourage my parents to let me take all the shots my school requires.
5. ______ I will not tell my parents where I am at all times.
6. ______ I will not go in water unless someone was with me who knew how to swim.
7. ______ I will keep things picked up at home and school for safety.
8. ______ I will pick up all rubbish after a picnic.
9. ______ I will not play in vacant houses.
10. ______ I will practice all good habits.

Social Studies

Level III

Responsibility of Citizenship

I. Objectives

A. To provide general knowledge about the development of our country

B. To provide information of present day activities in the world and our country, state, and community

C. To promote consciousness of important world events

D. To gain some knowledge of space travel and the solar system

II. Concept and/or Activities

A. Study of American History "high spots"

1. Develop a love for our country
2. Appreciation of our own form of government
3. Respect of flag
4. Location of countries that are in the news
5. World leaders' names and what countries they represent
6. Name of American leaders and duties
7. Location of National Government

B. Civics

1. Names of city leaders and duties
2. Names of school administrators and duties
3. Political parties and voting
4. Names of state leaders and duties
5. County seats--functions

III. Materials and Resources

A. Books and publications:

1. The American Continent--5th grade textbook
2. Citizens of the U. S. A.--Book I
3. You and Your Community
4. Newspapers
5. Weekly Readers
6. World Books

B. Songs, poetry, stories, maps, movies, films, filmstrips

IV. Evaluation

Social Studies

Level III

Health and Safety Habits

I. **Objectives**

- A. Basic health needs
- B. Nutrition foods
- C. Personal needs
- D. Hygiene and sanitation at home, school, and elsewhere

II. **Content and/or Activities**

A. Nutrition and food

1. Discussion of why the body needs the different types of food daily
2. Use of pictures, showing the results of proper eating or poor eating
3. Have children collect pictures of food
4. Discussion of types of food
   - a. raw
   - b. cooked
5. Discussion of why all foods should be washed before preparing or eating
6. Filmstrip on foods

B. Personal Needs

1. Use of films on personal habits
2. Discuss the importance of
   - a. correct posture
   - b. play
   - c. sleep
   - d. rest
3. The amount of the latter based on age and condition of health
4. Discuss meaning of sanitation
5. Discuss personal cleanliness as related to health
6. Make scrapbooks of pictures on health
7. Discuss the problems of behavior and how it affects one's health
8. Make poster, labeling parts of the body
9. Discuss the various common diseases and diseases for which we have no effective vaccination

III. **Materials and Resources**

A. Chart of five basic foods

B. Three in One Workbook, Pages: 3, 4, 7, 13, 15, 20, 24, and 30

C. Work text "Things Around You"

D. "Living Today" - Unit 4

E. Science - Health Safety Book 3, pp. 55-83.

IV. Evaluation

A. Is the child more aware of his basic health needs?

B. Does the child practice principles of hygiene and sanitation at school?

Social Studies

Level III

Recreational Activities
(Activities for Free Play)

I. **Objectives**

A. Participation at home

B. Participation in the community

C. Participation at school

II. **Content and/or Activities**

A. Home

1. Discuss with children the importance of doing independent work
2. Discuss having fun with pets
3. Discuss having a hobby
4. Discuss games that can be played with other children at home
5. Encourage and discuss with children the fun of collecting items such as rocks, menus, plants, etc.
6. Discuss with children various TV or radio programs they listen to at home
7. Explore with children magazines, newspapers and books
8. Discuss with children the importance of sharing with other members of their family

B. Community

1. Discuss group and individual behavior at community activities
2. Discuss the summer fun program offered to children
3. Discuss with children the various activities the churches offer, such as Bible School in the summer
4. Discuss with children the care of public or private parks
5. Discuss with children the importance of arriving and leaving on time
6. Discuss with children that they are to respect authority

C. School

1. Discuss with children the importance of following the leader
2. Discuss with children the importance of waiting their turn
3. Discuss with children the important things to consider when a misunderstanding arises in contest or in playing together
4. Discuss the cost and care of paste, scissors, clay, records, paper and other things
5. Discuss the meaning of using only what one needs and the waste of school supplies

6. Discuss with children the importance of playing noisy games, not disturbing other
7. Discuss with children the importance of learning the rules of various games and of obeying them
8. Discuss with children the importance of cooperation with teachers
9. Discuss the importance of exercises for body building
10. Discuss a time and place for play
11. Discuss the results of too much play
12. Discuss with children the importance of using indoor and outdoor voices

D. Academic Correlation

1. Language Arts:
    a. Practice reading signs
    b. Read newspaper about the local YMCA and what it has to offer
    c. Write some things about what their church does for them other than going to services
    d. List the various parks and learn the locations
2. Arithmetic:
    a. Learn the prices of various things involved in each activity
    b. Time of day or week of activities
    c. Cost of transportation both ways
    d. Dues required
    e. Children will find cost of various games and toys they have in their home
    f. Figure cost and loss
    g. Find average
    h. Keep score

III. Materials and Resources

A. Home

1. Puzzles
2. Pets
3. Games
4. Plants
5. Pictures of activities in which families can participate
6. Catalogues
7. Funny books
8. Story books
9. Coloring books
10. TV and Radio Guides

B. Community

1. Literature from YMCA
2. Movies
3. Churches
4. Parks

C. School

1. Indoor games
    a. Bowling
    b. Ring toss games
    c. Country store
    d. Puzzles
    e. Building logs
2. Art Activity
    a. Bulletin board
    b. Displays
    c. Various holidays
    d. Paper mache'
    e. Coloring and cutting out
    f. Care of school plants
    g. Clay modeling
3. Music
    a. Singing games
    b. Folk dancing
    c. Record player
    d. Records
    e. Melody bells
    f. Rhythm sticks
4. Outdoor Games
    a. Baseball
    b. Volleyball
    c. Kickball
    d. Basketball
    e. Wolf-over-the-river
    f. Chinning bars
    g. Tag
5. Exercises
    a. Body twister
    b. Jumping Jack
    c. Wind Mill
    d. Back Stretch
    e. Squat Thrust

IV. Evaluation

Social Studies

Level III

Vocational Proficiency

I. Objectives

A. To establish and maintain good work routines at
1. Home
2. School
3. Community

B. To promote an understanding of transportation in the community

II. Contents and/or Activities

A. Work routines at

1. Home and School
a. Have children make charts showing directions, north, south, east and west
b. Observe children in daily task
c. Have children to list kind of chores needed at home or at school
d. Discuss with children the importance of following instructions
e. Teach children to write their house and street number
f. Discuss with children the various tools used at home, in the community, and in school
g. Discuss with children the importance of completing an assignment
h. Discuss with children the importance of cleaning up after a project assignment
i. Discuss the importance of every one having duties at school or home
j. Let children take turns at work
k. As needs arise, let children work out duties to be performed
l. Have children make price list of things they use in school or home
m. Have children take turns in working out chores in school
n. Let children figure monthly bills for their family

3. Community
a. Discuss with children the general principles of getting along with others
b. Discuss with children that all people are different and that it takes many kinds of jobs and people to make up life in the community
c. Discuss with children the types of community helpers
d. Let children discuss the work of different community helpers

- e. Write or list good behavior they have noticed when in contact with life in the community
- f. Let children dial telephone numbers
- g. Have children to write or tell their house and street numbers
- h. Teach children to take care of all tools or equipment as though it were their own
- i. Discuss with children the importance of behavior, appearances, and good habits in all phases of life

B. Transportation in the community

1. Discuss means of transportation
2. Discuss with children the advantages of different types of transportation
3. Discuss meeting needs through transportation
4. Discuss with children the price of various transportation
5. Discuss behavior while traveling
6. Discuss directions with children
7. Teach children to read charts and maps

C. Academic Correlation

1. Reading
   - a. Working Together, Book 3
   - b. Learn to read charts, signs and directions.
2. Arithmetic
   - a. Learn number recognition
   - b. Learn to use measuring sticks
   - c. Learn meaning of pounds, ounces, light and heavy
   - d. Count money and make change

III. Materials and Resources

A. Work routines at
1. Home
2. School
   - a. School assignments
   - b. Home assignments
   - c. Mail Order Catalogues
   - d. Family Bills
3. Community
   - a. List of different business places, churches, schools and places of interest within the county
   - b. Films on different kinds of jobs in the community

B. Transportation in the Community

1. Filmstrip on transportation
2. Map of city
3. Map of county

IV. Evaluation

Suggested Units of Work

Level III

Social Studies

1. **Family Living Skills**
2. **Social Maturity and Emotional Stability**
3. **Health and Safety Habits**
4. **Recreational Activities**
5. **Vocational Proficiency**

Level III

Family Living

Goals:

To teach children to live happily and adequately within the family home situation

To teach children to live an adjusted life within the community

To teach children to become independent in a society around them

To teach children to be law-abiding citizens

CONTENTS

Your Homes
Types of Homes
Your Home Within a Community
Things for Your Home
Activities
Evaluation
Teacher's Comments

MATERIALS

Magazines
Catalogues
Pictures for Display
Play House
Play Furniture

YOUR HOME

Your home is a very special place. It usually is made up of your mother, your father, your brothers and sisters and you. In order words, your home consists of your family. The home is a place where your family lives. The home is your first school. Your parents start teaching you from the time you are tiny until you become an adult and leave the parents' home to become a home-maker yourself.

Your home is a place where you can have things of your own. It is a place where you eat, sleep, play, cry, laugh, get sick and get well. You can have friends in to visit you or you can just relax and do what best suits you.

Your home is a place where your family proves to you that you belong and that you are loved. It is also a place where you prove to your family that you love them and that you want to do something for them.

Every living thing has some type of home. Birds build nests for their homes. Farm animals live in a barn built for them. You arrange some type of place you call home for your pets, like a cage for your pet bird and a dog house for your dog.

TYPES OF HOMES

A home can be of many types, brick, log, frame, dugout, trailer, apartment, one room hut or even a tent. A home is what you make it. It can be a place for one person or a whole family. The way one acts or behaves will tell the whole world the type of home life he has.

YOUR HOME WITHIN THE COMMUNITY

You think of your home as a shelter but your community is also called your home. You must learn to get along and cooperate with the people outside of your shelter.

You must learn rules and laws and why they are important. It is your responsibility to obey these laws.

There are many groups which make up a community or country. You have to learn them as you grow up. Your school, your city, your parks, your church and even the shows you attend have laws that you obey. When you do as society expects of you, you are learning to be a good citizen.

THINGS FOR YOUR HOME

You have learned that your father is the bread winner and your mother is considered the home-maker of your home. They see that you are taken care of, but there are other things that they have to consider.

You need pots and pans, furniture, bed linens, heat, water, a cooking stove and dishes. You want things that you can live with out but are nice to have. Your curtains on your wondows, spreads on your beds, pictures on the wall, a car to ride in and a television to enjoy.

If you are not wasteful and help take care of the things that you have to have, your family can work and plan for the nice things that you want. You want picnics and hikes, shows, parties, club fees and things that go with all these.

ACTIVITIES

Have children to discuss some duties that they consider their responsibility toward their family and home.

Have children to discuss some duties that they do at home that they do not consider their responsibility.

Collect and display pictures of families.

ACTIVITIES

Collect and display pictures of different types of homes.

List on board, with children's help, things that they consider their duty and responsibility toward helping their community.

Discuss with children the various things needed in the rooms of their homes.

Let children discuss the care of their clothing.

Discuss different things needed outside of the home, like water hose, lawn mower.

Have children to cut pictures of various things needed around the home, have them to list prices of some.

Have children to keep a list of things for a week that they had to buy for school.

Have children to keep a list of money spent on things they bought but could have done without.

EVALUATION

Observe the children as each is given the chance to be leader in school activities.

Observe the children in care of school materials.

Observe children in clean up and put away, after finishing a class room project.

Observe children in how they meet situations when a misunderstanding arises.

Can children work or play independently?

Are children shy and avoid others?

Do children exercise self-control?

Are children cooperative in personal cleanliness?

Do children run school errands dependently?

Do children recognize group leaders?

TEACHER'S COMMENTS

Level III

Social Maturity and Emotional Stability

Objectives:

Teach children to cooperate and get along with other children.

Teach children to respect all persons in authority.

Teach children their responsibility for behavior in all walks of life.

Teach children that it is important for them to contribute as a citizen in their community.

Give children an understanding of community and state customs.

CONTENTS

- Making friends
- Accepting responsibility at home and school
- Accepting responsibility in the community
- Community customs
- "Our Flag"
- Short stories
    - Lincoln
    - George Washington
    - The First Easter
    - What I Am Thankful For
- Learning the Days of the Week Through Verse
- A Little Calendar
- Activities
- Evaluation
- Teacher's Comment

MATERIALS

- Stories from "Children's Playmate Magazine"
- Stories from "Boy's Life"
- Encyclopedia
- The World About You -- Steck Science Series
- Curriculum Guide, 1960, Volume one, Texas Education Agency
- United States Paste-up Map
- Science Far and Near -- Book 3

MAKING FRIENDS

Everybody needs friends everywhere he goes. If you want to have friends, you first must be a friend.

You started being a friend with your family when you were a tiny girl or boy. If you did not get started off right with your family, it is never too late to begin. You can be cheerful, happy, and polite; and, above, all, learn to share and to wait your turn. You can be sure your family will know that you want to be friendly with them. Too, friendly relations in the family teach us rules for making other friends.

Always be polite and try to show others that you like them. Do not call anyone ugly names and never make fun of anyone. Always try to remember what you would like in other boys and girls as a friend and try to be that in making friends.

Always be fair to yourself and others. Never grumble and whine if you are asked to do something that you think is someone else's job. If it is your task, do it cheerfully. Remember that everybody has to do things sometimes that are not pleasant. You can practice fair play every day in taking turns and sharing.

ACCEPT RESPONSIBILITY AT HOME AND SCHOOL

Always obey your mother and father and all the adults who supervise you. Learn and respect your school rules and the laws of your community.

Learn to respect your own property at school and at home and learn to respect the property of others. Always think how you would like others to act toward you.

If you see some one younger than you breaking a school rule, try to help him do the right thing.

Everyday you have responsibilities to many who guide you. You want to learn the names of all persons who guide and teach and to learn why

PRECEDING PAGE MISSING

they guide you. Other than your home teachers, you have other teachers in the lunch room, in the halls, and on the play ground. You have your principal, your bus driver, and your school nurse. It is important for you to help them and to respect them at all times.

Sometime your P. E. teacher will have you take part in exercise or play that does not please you. Remember that others may like that particular activity. Take part willingly. Your favorities may be next on the program.

COMMUNITY RESPONSIBILITY

Where you live is called your community. You may live in a large or small community. It is your our duty as a good citizen to help take care of your community.

We call living in a neighborhood, community, or country living in a society. There are people of all ages, color and religion, but you must learn to get along with them. You must learn to get along with children of your age, children older than you, and children younger than you, and adults of all ages.

You must learn to help people when they need you. Always be kind and polite.

Learn to take care of your community. Learn to help keep it clean and free of diseases.

Encourage all school children you know to take part in the county and school program of immunization. That's taking all the shots that the nurse says that you need.

When you go to town obey all the traffic signals. Respect all store workers. Do not be loud on the streets or in the shows. Do not litter the streets with paper, candy wrappers, etc.

When you go to the parks or swimming pools for fun, be sure you are careful to keep them clean. They are for your benefit. Remember it takes money and time to keep them clean and safe for your enjoyment. Treat them just like you would your own home.

Sometime when you are away from home--in town, at the park, or at the show and you need to use the rest room, be sure to leave it clean with all paper picked up. Never throw anything into the wash basin or bowl.

COMMUNITY CUSTOMS

All communities and states have customs which have been practiced for generations. It is your responsibility to know these customs.

In your school you are taught some of the customs of your forefathers. In Texas, your state, we observe Texas Independence Day on March 2, and San Jacinto Day, April 21.

Some of the national holidays to remember are: Lincoln's Birthday, February 12; Valentine's Day, February 14; George Washington's Birthday, February 22; Labor Day, which is the first Monday in September; Columbus Day, October 12; Halloween day, October 31; Thanksgiving Day, which is the last Thursday in November; Christmas Day, December 25; and July Fourth, our Independence Day. Of course, you want to remember Mother's Day which comes on the second Sunday of May and Father's Day which is the third Sunday in June.

There are different days observed by different religious groups. Your church may observe different customs from those observed by your next door neighbors. You will learn to observe your church holidays and customs from your family and by attending your church and observing and taking part in the church customs.

OUR FLAG

The flag of the United States has fifty stars and thirteen stripes.

The stripes are for the first thirteen colonies which later became states.

The stars stand for each state.

The red stripes stand for the mother country, England.

The white stripes show that we have been separated from England.

Our flag is red, white and blue. The red is for bravery and courage; the white is for purity; the blue is for the truth and loyalty.

The United States flag should be flown at every school. It is always flown above other flags.

We do not let the flag get wet nor do we fly it when the wind is very high.

We should never let the flag touch the ground and if it gets worn, we should burn it. One should never play with the flag.

LINCOLN'S FIRST HOME

Abraham Lincoln was a poor boy who became president. He was born in a rude log cabin in Kentucky, February 12, 1809. The cabin was so poorly built that it could not keep out the snow. It stood in a clearing in the woods. Bears and other wild animals lived in the woods. Abe's father made a living for the family by hunting and trapping. He cut down trees for wood. Little Abe helped his father with his work. When he was older he moved in a covered wagon drawn by oxen to another home. He helped his father build a strong cabin on a farm.

Who lived in this house? ________________________

What kind of a house was it? ________________________

Where was the house? ________________________

Draw a picture of Abraham Lincoln's home.

February 12

Boys and girls sometimes think it is hard work to study. Abraham Lincoln could not go to school because there were no schools near his home. He had to learn all he could by himself. His mother taught him to read. He had a few books. At night after a hard day's work he would get his books and read by the light of the fire. He worked his numbers on a wooden snow shovel. He walked many miles to borrow a book. All the things he learned helped him when he became president.

Where did Abraham Lincoln study? ______________________________

Who taught him to read? ______________________________

1. Lincoln wrote on a tablet shovel slate
2. He read by the light of the moon lamp fire
3. He studied in the night morning afternoon
4. He became a king doctor president

GEORGE WASHINGTON

George Washington was the first president of the United States. He is called "The Father of his Country" because he did so much for us. The country belonged to England. The people wanted to be free to make their own laws and there was a long war with England. Washington became a general and a very good one. After years of hardship the war was won and the country was free. Washington became the first president. He was wise and just and all the people loved him.

Draw a line to join the two parts of each sentence together.

George Washington was	belonged to England.
Our country	the first president.
The people	a great general.
Washington became	the father of his country.
Washington is called	wanted to be free.

THE FIRST EASTER

from Boy's Life - March, 1959

It was early in the morning one glad day in Jerusalem. The women had arrived at the tomb where Jesus had been lain after his crucifixion.

They had brought sweet spices and oils with which to anoint the body of Christ.

But when they reached the tomb they found the great stone which had closed the entrance had been rolled away. And looking into the sepulcher, they saw a young man sitting on the right side clothed in a long, white garment.

And he said to them, "Be not affrighted; ye seek Jesus of Nazareth who was crucified. He is risen. He is not here: Behold the place where they laid Him-- He goeth before you into Galilee: There shall ye see Him, as He said unto you

WHAT I AM THANKFUL FOR

For families and for homes,
For big buildings with their domes,
For food so good we eat,
For nice friends to meet;
    That is what I am thankful for.

For the beautiful churches,
For every bird that perches,
For eyes for our sight,
For hands with which we write;
    That is what I am thankful for.

When the frost
    is on the pumpkin,
And the turkey's fattened, too,
It surely seems
    that time is ripe
To say I LOVE YOU!

LEARNING THE DAY OF THE WEEK THROUGH VERSE

I MISS YOU!

I miss you on Monday
When we always met at the noon
And the tempo of the week began
With friendly hearts in tune.

On Tuesday and Wednesday
We chatter on the phone,
I miss the plans we used to make,
And good times we have known.

I miss you on Thursday
And Friday all day long.
And Saturday and Sunday, too
Are bleak without your song.

And though clouds are hiding
The future we are sure,
Through every separating week
Our friendship will endure!

By Anne Campbell

There are seven days in the week, but there are five that you attend school.

Name the two days that you do not attend school.

1. ____________________

2. ____________________

A LITTLE CALENDAR

January's new.
February's cold.
March is puffing, blowing too.
April's good as gold;
May's a child of happy face,
Laughter, love and every grace.

June dreams all the day;
July's for liberty;
August is too hot for play;
September's glorious to see,
October is a ruddy time,
November winds are dear.
December means Old Santa Claus
Will soon be here!

By Annette Wynne

Let's learn to write and spell the twelve months of the year.

ACTIVITIES

Have each child tell in his own way what he thinks makes a good friend.

List on the board each point as given by the children.

Have the children copy the list for writing. Teach them the meaning of the words.

Discuss why one should make friends out of school and in school.

Discuss why friends are important throughout life.

Have children tell why they think friends are important.

Let each child tell in his own way what he likes and dislikes in a friend. The teacher will copy on the board the things the children talk about.

Explain the rules of the various persons in authority, and the relationship of pupils with these persons.

For writing and reading, list various school personnel and list the duties of each on the board. Have children copy the names and read back to the class.

Collect pictures of various school workers.

Have children make posters or booklets using pictures of various school workers.

Let children have certain days for cleaning school grounds.

Have the children discuss some ways by which they can help the school custodian.

Have the children discuss some responsibilities or duties they do to help the family at home.

Discuss appropriate behavior as a factor in getting along at home.

Discuss what is expected of one attending special classes such as music and physical education.

Have children draw pictures of their community. Have them discuss ways of keeping the community safe and clean.

Let the children tell what they think makes a good neighbor.

Have the children make booklets on grooming and cleanliness.

Display literature of various organizations of the country.

Discuss reasons for establishing various organizations.

Encourage each child to contribute to the various organizations in his own way.

Have children discuss programs on the various organizations that they have heard or watched on radio or television.

Have children serve as host or hostess when a guest walks into the room.

Teach children care of the flag.

Have children make booklets for various holidays.

Collect and put on bulletin board ideas for Mother's Day, Father's Day, and Christmas gifts.

Let children take turns counting money taken in the school for various projects.

Have children tell what part they do in scout work.

Teach children the days of the week; have them tell something that is of interest to them on each day.

Have children make a calendar each month, thus learning the important days of each month.

Read short stories to the children about the various holidays.

Have children discuss likes and dislikes for each holiday.

Have children discuss the different things they are thankful for.

Let the children draw or trace the United States map.

EVALUATION

Do children accept class room chores cheerfully?
Do children solve own problems successfully as they arise such as a misunderstanding?
Do children admit their wrong?
Are children helpful to new students?
Are the children cooperative toward the various school personnel?
Are children mannerly in the dining room?
Do children observe school bus rules?
Do children wait their turn?
Are children careful to keep litter picked up in the halls, on the stair ways, and on the school grounds?
Do children listen when assignments are given?
Do children take care of school property?

TEACHER'S COMMENTS

CURRICULUM GUIDE FOR VOCATIONAL PROFICIENCY OF THE EDUCABLE MENTALLY RETARDED

Level III

Health and Safety Habits

Goals:

Teach children the personal care of themselves.

Teach children safety habits at home and school.

Teach children beginning science.

CONTENTS

Chart for the five basic foods:
- bread-butter
- vegetables
- meat-eggs
- milk-cheese
- fruit

Health and safety in general
List of rules on sanitation
List of rules on health, safety and manners
Hints on personal care
Pictures of fruit to color
Hints on care of the nose
Activities
Evaluation
Teacher's comments

MATERIALS

Dental Health Posters 1964
by Procter & Gamble

Fire Prevention Handbook for Texas Schools

LIVING TODAY -- Books 3 and 4
McCormick-Mathers
Health, Safety, Science

* * * * *

HEALTH AND SAFETY IN GENERAL

Many children of Level III have not learned to brush their teeth and keep themselves clean. Good health habits should be stressed as to how and why.

Stress control of communicable diseases, the care of clothing, personal cleanliness and appearance. A balance between activity and relaxation should be maintained.

Teach children fire drills and fire safety. Teach children safety rules on play ground and in the school room. Teach children the rights of others on play ground, in the classroom, home, and in society.

Teach children how to be safe in the use of side walk vehicles. Teach children safe behavior on the school bus.

Encourage them to cross the streets at corners or traffic lights only, and to stop and look both ways before crossing.

Teach children to interpret the meaning of the various highway markings, signs, signals, and traffic lights.

OUR PERSONAL CARE

Personal care means how you take care of yourself. If you practice good habits in every day life, these good habits change your personal appearance. Your face usually looks happy, your eyes are bright, your skin looks clean and clear, your hair is always clean and shiny, and you have good posture of sitting, standing and walking tall.

Looking clean and neat makes one happier. You want to keep your skin clean to keep the pores free from dirty perspiration. To keep the skin clean means taking a bath with soap and water and keeping clean clothes next to your clean body.

There are different kinds of baths. You may take a shower, a bath in a bath tub, or in your mother's washtub or just take a sponge bath.

Clean, shining hair makes you feel and look better. Washing your hair every time that it is dirty requires washing it every day or at least once a week. Use warm water and soap or shampoo often. Rinse off the soap thoroughly and dry your hair with a clean towel. Brush and comb the hair every day. Keeping your comb and brush clean is an important as keeping your hair clean.

ACTIVITIES

Display on bulletin board pictures showing children doing things to be neat and clean.

Teacher will show children how to clean and file finger nails.

Have a class chart for a few days checking good habits formed by the children.

THE FOODS WE EAT

Our body is just like a car in some ways. A car has to have water, gas and oil to run. We have to put the gas, water and oil in the car. Without these, the car could not keep running.

We must eat to live. We can not make food in our body. Our body uses the food we eat in several different ways. Some of the food we eat gives our body materials for growth or body building. Other foods give us energy for work and play and keep us warm. It is important that we eat many different kinds of foods. No one food can give our body all the kinds of food it needs.

If we eat different kinds of food every day we are almost certain to get the kind of food our body needs.

The food our body needs every day may be selected from five different kinds of food.

If you draw your hand and name the five fingers, you can remember the foods you should eat at least once a day.

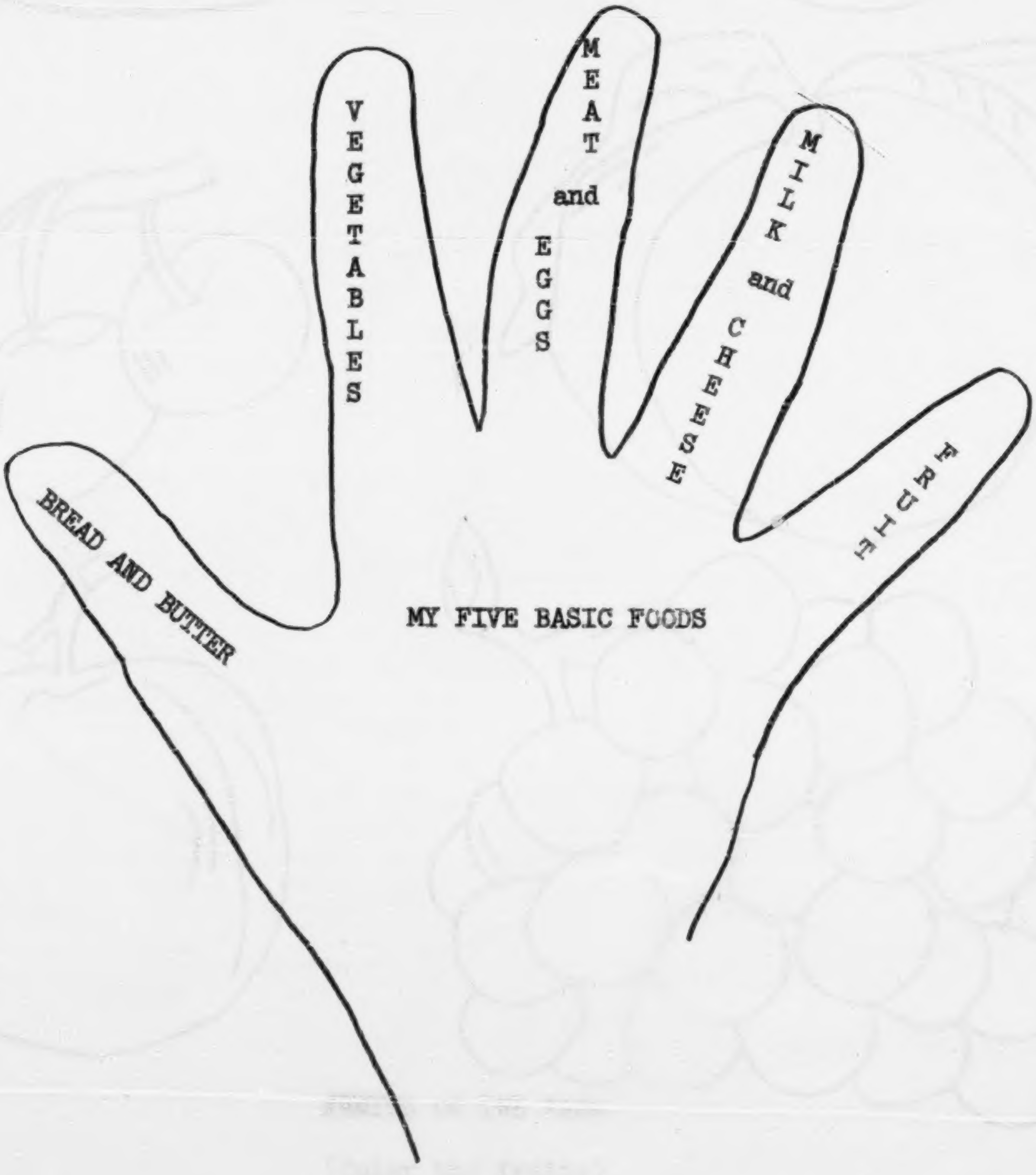
Thumb--Bread and butter

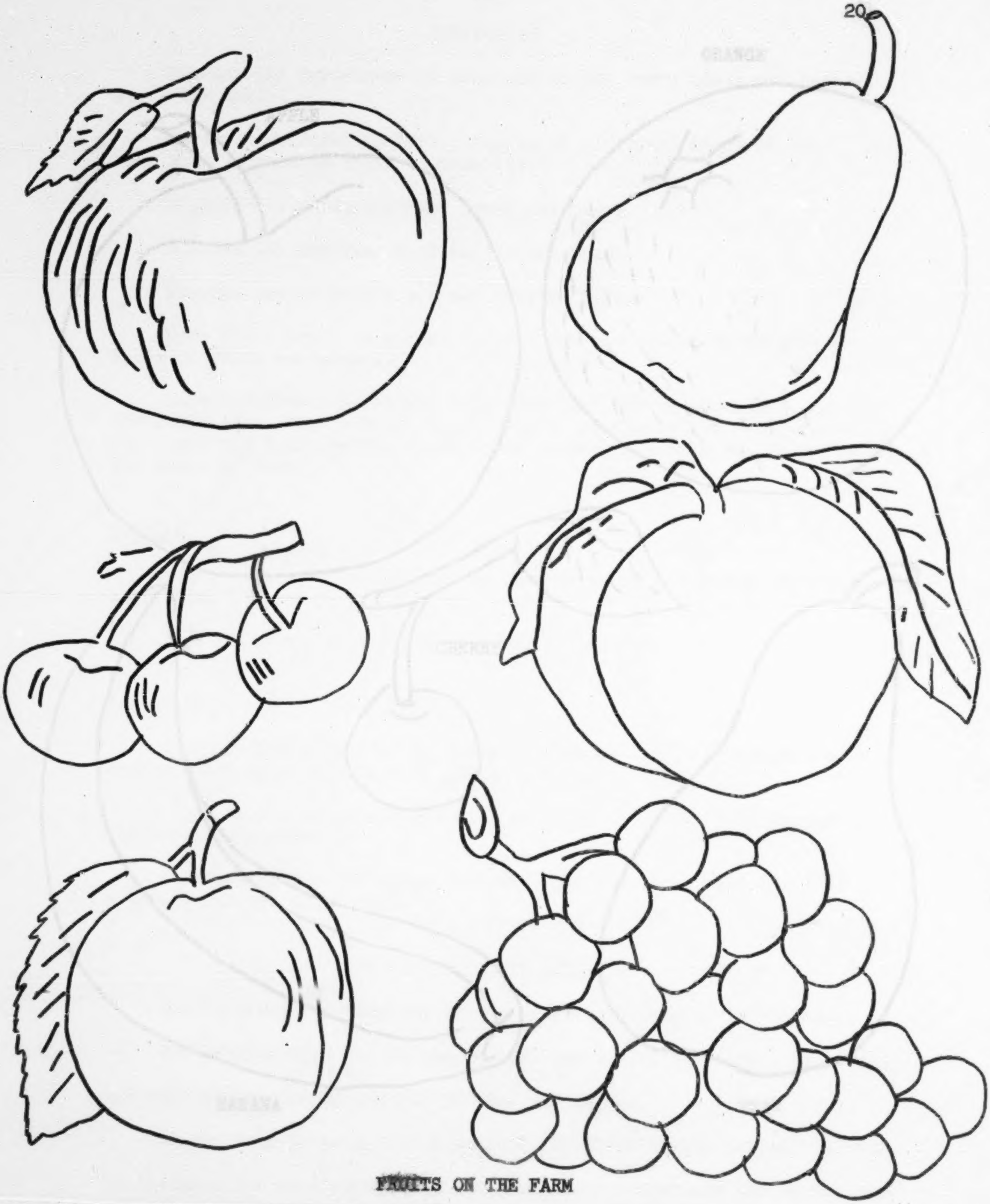
Forefinger--Vegetables

Index finger--Meat and eggs

Ring finger--Milk and cheese

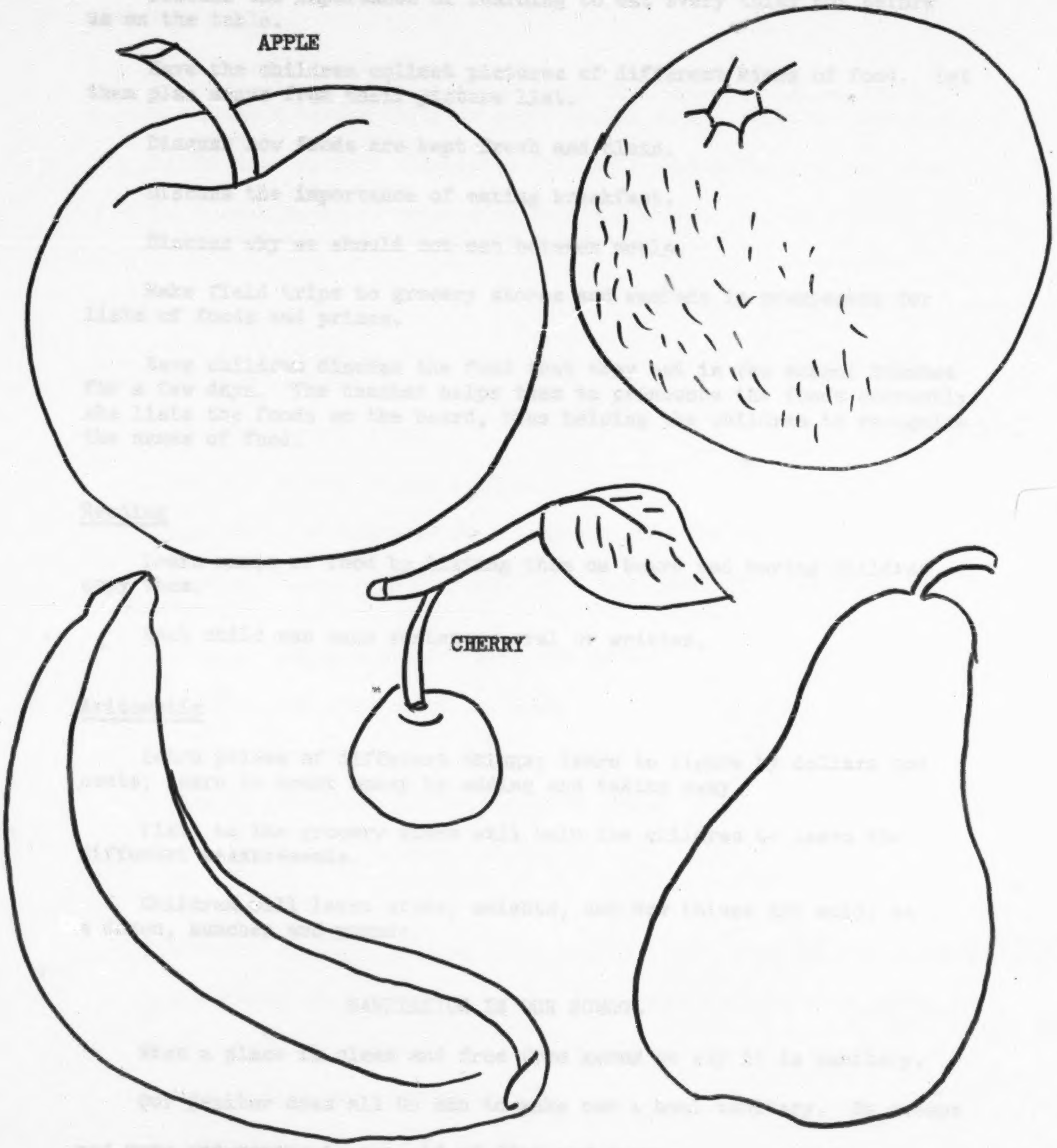
Little finger--Fruit


BREAD AND BUTTER
VEGETABLES
MEAT and EGGS
MILK and CHEESE
FRUIT
MY FIVE BASIC FOODS



FRUITS ON THE FARM

(Color the fruits)


ORANGE
APPLE
CHERRY
BANANA
PEAR

ACTIVITIES

Discuss the importance of learning to eat every thing put before us on the table.

Have the children collect pictures of different kinds of food. Let them plan menus from their picture list.

Discuss how foods are kept fresh and clean.

Discuss the importance of eating breakfast.

Discuss why we should not eat between meals.

Make field trips to grocery stores and want ads in newspapers for lists of foods and prices.

Have children discuss the food that they eat in the school lunches for a few days. The teacher helps them to pronounce the foods correctly; she lists the foods on the board, thus helping the children to recognize the names of food.

Reading

Learn names of food by listing them on board and having children copy them.

Each child can make sentences oral or written.

Arithmetic

Learn prices of different things; learn to figure by dollars and cents; learn to count money by adding and taking away.

Visit to the grocery store will help the children to learn the different measurements.

Children will learn sizes, weights, and how things are sold; as a dozen, bunches and pounds.

SANITATION IN OUR SCHOOL

When a place is clean and free from germs we say it is sanitary.

Our janitor does all he can to make our school sanitary. He sweeps and mops and scrubs to get rid of dirt and germs.

We can help to keep things sanitary by flushing the toilet bowl and by throwing our used paper towels in the waste basket and not on the rest room floor.

Here are some things to do to keep our classroom sanitary. Can you name some more?

1. I keep my desk clean.
2. I don't put anything in my mouth that does not belong there.
3. I use a handkerchief or paper tissue when I cough or sneeze or when my nose runs.
4. I throw my used tissues in the waste basket where no one else has to touch them.
5. I wash my hands often with soap and water.
6. I keep my coat hung up and not on the floor.

Health

I take a bath often with clean warm water and soap, and I don't forget to wash my hair often.

I keep my clothes clean.

I get rid of body wastes regularly.

I eat different kinds of food that are good for me.

I keep my finger nails trimmed short and round with the shape of my fingers.

I keep my toenails trimmed straight across.

I help keep my home clean and safe.

I drink only water that I know is safe.

I play in the fresh air and sunshine often.

I get a good night's rest and sleep.

I take all the shots required by my school.

I practice walking, sitting and standing tall. That is good posture.

I protect my eyes, nose and ears. They must last for many years.

I eat breakfast every day to give me strength to work and play.

I wash my face and comb my hair.

It takes a little extra care to be neat and clean.

BE SAFE!

In your school building, walk to the right in proper lanes.

When going up or down stairs, take one step at a time.

BE SAFE!

At a drinking fountain, give every one a fair chance.

Carry scissors and pencils with points down.

Watch your balance at all times, never tilt back in a chair.

Think of others when you're on the play ground, play fair.

Keep your feet under your desk so no one will get hurt.

When you hear the fire alarm, walk quietly out of your school room.

Stay back from heaters and open flames.

Fly your kites with a kite string and away from wires and buildings.

Wipe up at once things you spill on the floor.

Keep play things off the floor and out of the yard.

Never play with matches or firearms.

Don't stand on boxes to reach things.

Don't touch electric things while one hand is on a water faucet or while you are in or around water.

Look, listen and obey traffic laws.

MANNERS

I am cheerful and pleasant where ever I go.
I eat something of every thing on the table.
I eat slowly and never talk with food in my mouth.
I say thank you, please, and excuse me when I need to say them.
I am friendly with new students.
I respect my parents and teachers and their advice.
I try to be neat and clean at all times.
I am helpful at home and at school.
I don't gossip--that is, talking about some one.
I play noisy games where they won't disturb others.
I am always quiet on the street.
I am as polite to my family as I am to others.

TAKING CARE OF THE NOSE

"The snow man was almost done. The children had worked fast.

Bob was rolling a big snowball for the head. He stopped to blow his nose. It hurt his ears."

DOES IT EVER HURT YOUR EARS TO BLOW YOUR NOSE HARD WHEN YOU HAVE A COLD?

Mr. White told Bob he should not blow so hard. He said, "Close one side of your nose and blow easily. Then close the other side and blow easily."

WRITE THE WORD RIGHT ON THE BLANK FOLLOWING EACH SENTENCE IF IT IS RIGHT. WRITE THE WORD WRONG IF IT IS WRONG.

1. It will hurt your ears to blow your nose too hard. ____________
2. Close one side of your nose and blow hard. ________________
3. Close one side of your nose and blow easily. ________________
4. Always use a handkerchief when you blow your nose. ____________

CARE OF THE TEETH

Good teeth are important to good health. They chew your food for you. If your food is not chewed well, you can not digest your food well which could cause you to be sick. They help you in saying certain sounds. With out them you could not talk correctly. They help you to look nice if you keep them clean and sparkling.

If your teeth need attention, be sure to have your school nurse check them. She will send you to a dentist if they need treating.

After you lose your baby teeth, about the age of six, your next teeth are permanent and if you lose one of them, you will not grow that tooth back.

Brush your teeth with a good brush and good tooth paste every morning, night and after every meal. If you can not brush after meals, wash your mouth out with water. If you can not always use tooth paste, salt is good. Always keep your brush clean and never use any brush other than your own.

ACTIVITIES

Let children discuss care of their teeth.
List some of the foods which are good for the teeth.
Collect pictures of people with pretty teeth.
Keep a brushing chart on each child for about two weeks.

ACTIVITIES

Let children tell about their experience of a visit to the dentist. Have children look at their teeth with a hand mirror.

Let the children draw pictures of tooth paste, tooth brush and visit the dentist. You may use commercial pictures and let children color them.

EVALUATION

1. To the children eat food served them with out unhappy remarks?
2. Do children take pride in their personal looks?
3. Do children keep things tidy in the school room?
4. Are children orderly in passing in and out of the class room?
5. Are children keeping the rest rooms clean?
6. Are children mannerly in the lunch room and on the school bus?
7. Do children observe safety rules as taught them?

TEACHER'S COMMENTS

Level III

Recreational Activities

GOALS:

Teach children how to spend their play or leisure time wisely at school.

Teach children how to use their leisure time at home with the family and with others.

Teach children how to use their leisure time in the summers, at home and in their community.

CONTENTS

Leisure or Activity Time

Music in the Classroom

Art and Crafts in the Classroom

Suggested Activities for
    Music
    Art
    Other Subjects

Some Songs Written Out
    School Days
    Deep in the Heart of Texas
    Texas, Our Texas

List of Patriotic Songs

Folk Dances
    Put Your Little Foot
    Oh! Johnny!

Some Suggested Ideas

Evaluation

Teacher's Comments

LEISURE OR ACTIVITY TIME

Have you learned to spend your leisure time in a worthwhile way? You have extra time in school, home, and in your community. You would not want to study or work all of the time. It is just as important for you to select your friends, your games, and to watch your manners in your leisure time as it is when you are working.

In school we have a play period at recess time or a quiet time for activities in our room. At other times we have periods for music or art.

At home you play with your family and friends after school and on Saturday and Sunday. You have a certain time for going to the show, T.V. programs, and your favorite radio programs.

Some boys and girls spend part of their free time training and taking care of pets. Some of them have hobbies such as building airplanes, raising flowers, gardening, or making collections. There are many hobbies one can have.

Girl Scouts and Boy Scouts will help you with hobbies and other activities. Your church will also help you to spend your time wisely.

In the summer time you want to learn to swim correctly. There will be times that you will go hiking or picnicing. The Y. M. C. A. is a good organization to join. Also, your school offers a fun club for part of the summer. You are to listen to your leaders or to your parents when and where to go.

MUSIC IN THE CLASSROOM

Music will sometimes strengthen the mentally retarded child's confidence; it will encourage him to take part in activities such as marches, simple songs, rhythm, and dances. It is good for some children because it promotes relaxation.

Music should be correlated at times with other areas of learning. If possible, have the children take part with regular music classes. If that is not possible, it is the duty of the teacher of special education to select materials and activities in which all pupils can participate. Always keep in mind the individual's level of development, lack of experience, and short span of attention.

ART AND CRAFTS IN THE CLASSROOM

Art of any type opens an avenue of self-expression and self-realization. Art that is easy enough for the mentally retarded child is essential because of attention span. Art must be a part of the child's school and living experiences. Illustrating stories and decorating classrooms and bulletin boards is an essential part of the program.

Art, like music, should be correlated at times with other areas of learning. Also, it is wise to have a certain time set aside for art in the weekly plan.

SOME SUGGESTED ACTIVITIES FOR THE MUSIC HOUR

1. Musical bells. Everyone can learn to play the musical bells.
2. Teach children various songs popular for the holidays.
3. Teach children some patriotic songs.
4. Correlate simple action songs with daily experiences.
5. Encourage self-expression in dramatization.
6. Teach some simple dances. Easy folk dances are usually liked by all pupils.
7. Have children learn to sing some popular songs.
8. Have children learn to discuss their likes and dislikes of different music.
9. Play "mood" music.

SOME SUGGESTED ART ACTIVITIES

1. Correlate art with other learning areas.
2. Use crayolas for coloring and teaching colors.
3. Teach cutting and pasting.
4. Have children make things with modeling clay.
5. Teach children how to make things from paper mache'.
6. Have periods for finger and tempera painting.

7. Discuss printing and simple designing.
8. For quiet, clean activity program have children play with different play equipment, puzzles, and games.

OTHER ACTIVITIES

Have children tell something that they do at home that they consider not to be work.

Discuss with them the difference between leisure time and work time.

Have children act as leaders in various activities.

Let children tell about their favorite T. V. or radio programs.

Have children tell about some of the summer activities.

Have children discuss safety procedures of different activities.

Let children tell of something that they have known people to do on an outing that was not considered correct procedure or good manners.

SOME SONGS WE LIKE TO SING

SCHOOL DAYS

School days, School days, Dear old golden rule days
Readin' and writin' and 'rithmetic
taught to the tune of a hickory stick.
You were my queen in calico
I was your bashful barefoot beau
and you wrote on my slate
I love you, Joe
When we were a couple of kids.

DEEP IN THE HEART OF TEXAS

The stars at night are big and bright
Deep in the heart of Texas
The prairie sky is wide and high
Deep in the heart of Texas
The sage in bloom is like perfume
Deep in the heart of Texas
Reminds me of the one I love
Deep in the heart of Texas

TEXAS OUR TEXAS

Texas our Texas all hail to the mighty state
Texas our Texas so wonderful, so great
Largest and grandest withstanding every test
O Empire wide and glorious you stand supremely blest

TEXAS OUR TEXAS

Chorus: God bless you Texas and Keep you brave and strong
That you may grow in power and worth thru out the ages long.

Texas O Texas your freedom Single Star
Sends out its radiance to nations near and far
Emblem of Freedom it sets our hearts aglow
With thoughts of San Jacinto and glorious Alamo. (Chorus)

Texas dear Texas from tyrant grip now free
Shines forth in splendor your star of Destiny
Mother of heroes we come your children true
Proclaiming our allegiance Our faith our love for you. (Chorus)

PATRIOTIC SONGS THAT CHILDREN OF THIS LEVEL SHOULD LEARN

The Star-Spangled Banner
America The Beautiful
America
God Bless America

CHRISTMAS SONGS WE LIKE TO SING

Holy Night
Oh! Little Town of Bethlehem
Joy to the World
Jingle Bells
White Christmas
Santa Claus is Coming to Town
Rudolph, the Red-Nosed Reindeer

TWO SIMPLE FOLK DANCES TO DO BY RECORD MUSIC

PUT YOUR LITTLE FOOT

Put your little foot, put your little foot,
Put your little foot right down.
Put your little foot, put your little foot,
Put your little foot right down.
To the left wall and turn, to the right wall and turn
Left again walk and turn, see how quickly you learn.

Oh, it's fun to dance, oh, it's fun to dance
Oh, it's fun to dance with you.
Yes it's fun to dance, Yes it's fun to dance with you.
Sweep your foot, walk and point
Sweep your foot, walk and point
To this music so sweet
Now this dance we'll repeat.

FOLK DANCES TO DO BY RECORD MUSIC

OH JOHNNY

All join hands and circle the ring.
Stop where you are, give your partner a swing.
Swing that girl in back of you. Swing your own
If you think she hasn't flown
Alamande with your sweet corner maid.
Dose-do your own. Now we'll all promanade
Oh! Johnny. Oh! Johnny. Oh!

SONGS FOR MUSIC BELLS

TEXAS OUR TEXAS

1 1 2 3 5 4 3 1 1 2 1
3 5 6 88 7 5 5 6 5
5 5 6 5 1 2 3 5 8 5 6
4 2 2 2 3 5 5 6 7 5 5 6 5

8876--6 6 3454
3 2 3 3 4 5 5 6 7 5 5 6 5
8 8 7 7 6--6 6 3 4 5 4
3 2 3 3 4 5--8 8 6 5 3 3 2 1

ARE YOU SLEEPING

1 2 3 1 2 3 1 3 4 5 345
5 6 5 4 3 1 5 6 5 4 3 1
1 511 151

O SUSANNA

123 55 65 313 233212
123 556531 233 221
44 66 655 312
123 556 531 211 221

JINGLE BELLS

333 333 35123
44444 333 3223 25
333 333 35123
444 44 4333 55678

SOME SUGGESTED IDEAS TO DO OR MAKE

Art
- Place cards
- Orange Jack o' lanterns with green hats
- Marshmallow elves with red hats
- Paper mache' Santa Claus
- Corn cob girls
- Squash girls
- Colored pictures
- Candy cats
- Texas booklet
- Calendar for door each month
- Cup towels
- Sprayed coffee cans or fly swaters
- Christmas ornsments for our trees
- Napkins with crayola designs ironed on cloth
- Bottles designed with melted crayons
- Christmas candles

SOME SUGGESTED IDEAS TO DO OR MAKE

Music	Musical bells Singing Record player
Rhythmics	Singing games Dances Playing sticks to music

EVALUATION

Do children accept their music and art periods as work time?

Do children enjoy record playing time?

Observe children's behavior during an activity period.

Are children happy to discuss some of the jobs they do at home for past time?

Do children enjoy quiet and listening periods.

Do children take care of puzzles, paints, crayolas, papers, and other things that the school furnishes?

Can children work with tools independently and safely?

TEACHER'S COMMENTS

Level III

Vocational Proficiency

GOALS

Familiarize children with personal competencies.

Familiarize children with the social necessity for good working habits.

Teach children to form good working habits.

CONTENTS

Everybody works

Getting the job

Working on the job

Dressing for the job

What one learns in school

Activities

Evaluation

Teacher's comments

MATERIALS

Family bills

Films on different kinds of jobs in the community

FOUNDATION OF CITIZENSHIP by Bernard Shawn -- Book I

READING FOR SAFETY--arranged by Fern Tripp

The McMillan Science-Life (Series 4)

Various duties in the class room

EVERYBODY WORKS

Everybody works at something every day. Your father works at some type of job to provide food, clothing, and shelter for you and your family. There are many different types of jobs. Perhaps your father works at a filling station, on the farm, as a carpenter, painter, construction worker, gardener, in a factory, in a store, or in an office. The fathers of the boys and girls of your class do different types of work, but each works to support his family.

Your mother works in the home to provide you and your family with food, clean clothes, and to make a happy home. Perhaps your mother works away from home to help your father with expenses of running your home.

You and your sisters and brothers work in and around your home to help your mother and father. You do not work for money even though your parents may give you an allowance. You work because it is your duty to help make your home a happy home. All the good working habits will later help you on your job training. All the bad habits that you have formed will hurt you later and be hard to overcome in your job training.

DRESSING FOR THE JOB

Different jobs require different ways to dress. While you still are in school you may start observing the different dress of the different workers in your community. Your teacher does not dress like your dentist not like your school nurse, but each is dressed correctly for the job. A man working as a gardener does not dress as some one working in the stores.

Every one should dress for his particular job. You do not wear your play clothes to church. Learn to dress for the occasion. One should never "over-dress."

* * * * *

WHAT ONE LEARNS IN SCHOOL

You are not old enough at this age to work for money on regular jobs, but you can learn many things in your classroom that will help you form good working habits. The way you complete your school duties will have a lasting influence on your life.

If you are lucky enough to have small part-time jobs such as baby sitting, running errands, or mowing grass, you should remember what you have learned in school concerning the behavior and the care of things that belong to other people.

You are assigned some task every day in your classroom by your teacher. Do you do your best at that task? Be sure you complete your job and see that everything is cleaned and put away in its proper place.

Remember that it is your job so be sure to complete it cheerfully and willingly.

GETTING THE JOB

There are many kinds of jobs in a community and no one can do all of the different kinds of work involved. It is important to find work to which we are best suited. Your parents realize that they are not suited nor qualitied for all jobs, therefore they seek the jobs that they can do best.

One has to know the different agencies through which to seek a job. The newspaper ads are helpful. The telephone directory, friends, and employment offices are also helpful.

Just looking for a job is not easy. One has to know his way around the community. He has to be willing to wait until the employer is ready to interview him. He must be able to prove to the employer what he can do and what he is willing to do. He must be truthful about his ability when being interviewed.

WORKING ON THE JOB

All employers want workers who are willing to learn all they can about their particular trade. All employers want the worker to be loyal, to get to work on time, and to be cooperative with all other workers. The employer expects all workers to be neat and clean. Most important, he must be a good worker.

ACTIVITIES

Make a list of the kinds of work the fathers of the class do for a living.

Discuss the various jobs that the mothers have at home.

Discuss various jobs that the wothers work at outside the home to bring in money to help pay the bills.

Discuss various jobs that the fathers work at home to keep the home together without bringing home a pay check.

Have children talk about jobs that are assigned to them at home.

Have children tell about jobs of different people of which they are familiar.

Teach children to learn to tell and, if possible, to write the names of each member of their family.

Teach, if possible, every child to write his full name, date of birth, and his home address.

Help children to recognize signs in public places.

Discuss with children job training offered through their school, when they become sixteen years old.

Discuss with children various odd jobs they car do before they enter the job training program, such as baby sitting, cleaning yards and running errands.

Have children tell of some jobs that they think they would like to work at later on.

Let children take turns pretending they are being interviewed for a job.

* * * * *

EVALUATION

Are children happy with their surroundings, but still trying to better themselves?

Do children take pride in their personal appearance?

Do children take care of school property?

Do children complete tasks assigned to them?

Are children careful about cleaning and putting away after they have completed a project?

TEACHER'S COMMENTS

LEVEL IV

INTRODUCTION

The curriculum used in Level IV for the educable mentally retarded class is designed for pupils 13 and 14 years of age with an approximate mental age range of 7-5 to 8-4.

Again, instruction includes review and re-teaching of academics presented at lower levels. An expanded program of academic skills is introduced at this level, however--skills which contribute directly to the needs of daily living and to vocational training and proficiency. More intensive work in science and crafts is also begun at Level IV.

As in all levels of instruction, here the individuality of each pupil is recognized and consideration is given to his capacity and rate of learning.

Communicative Arts

Level IV

Reading

I. **Objectives**

A. To promote proficiency in reading and interpreting materials necessary to further emotional, social and vocational independence

B. To encourage leisure time reading from easy materials

II. **Content and/or Activities**

A. Review word attack skills presented in Levels II and III

B. Continue program of word attack skills, using teacher made and commercial materials, reading manuals, practice books, etc.

1. Recognize new words in context
2. Recognize the sound and printed form of final consonants
3. Recognize the common blends (bl, fl, br, tr, etc.)
4. Use consonant substitutions (cat-sat; jump-bump; name-game; can-man; etc.)
5. Use a variety of exercises for practice in recognizing words that look and sound alike

C. Vocabulary development and enrichment--Develop correct concepts of new words and expressions.

1. Relate each new work to pupils' experiences
2. Provide for meaningful use of each new word, having pupils use in sentences, in answering questions, etc.
3. Dramatize action words
4. Make picture cards illustrating new words
5. Make extensive use of pictures in readers and stories

D. Comprehension

1. Prove a point
2. Read orally the funniest or the most exciting part of the story
3. Compare characters in story
4. Plan simple dramatization of story

E. Experiences in reading all types of printed forms--insurance, credit, or job applications; driver's test; etc. Simplified forms may be made by teacher to conform to reading ability and understanding of pupils in this level

F. Experiences in reading newspaper materials such as the classified ad section

G. Experiences in reading and understanding the order and use of directories

H. Experience in reading maps
(Correlate with arithmetic in computing distances)

I. Experiences in reading for pleasure and leisure from books, magazines, newspapers, funny books, etc.

III. Materials and Resources

A. Books
For Teachers use:
Dolch, Teaching the Retarded Child
Horn, Adventures with Language
Johnson, How to Use Phonics and Word Power

For class use:
Textbooks
Library books
Practice books

B. Classified word lists

C. Easy crossword puzzles

D. Forms to study and complete

E. Directories

F. Dictionaries

G. Flash cards -- teacher made and commercial

H. Weekly Readers (lower levels)

I. Puppets for dramatizations

J. Newspapers and magazines

K. Maps

II. Evaluation

Spelling

Level IV

I. **Objectives**

  A. To develop spelling as a tool to meet the pupil's social, vocational, and emotional needs

  B. To help pupil develop attendant skills in spelling power, in dictionary use, and in functional reading and writing

II. **Content and/or Activities**

  A. Correlation with reading program

    1. Use of word attack skills
    2. Use of word lists such as Dolch Word List
    3. Use of dictionary

  B. Correlation with writing and language programs

    1. Writing of letters, notes, invitations, announcements, etc.
    2. Grammar and usage
    3. Training in use of dictionary for spelling and definitions
    4. Labeling, listing, recording, etc.
    5. Writing short stories, news events, paragraphs, etc.
    6. Writing friendly letters

  C. Use of spelling text program

    1. Proceed slowly only after pupil can write and can read on a first grade level
    2. Use only exercises and suggestions on pupil's level of understanding

  D. Words may be selected from units being studied, such as:

  Health -- rest, food, sleep, etc.
  Safety -- stop, look, listen, wait, etc.

III. **Materials and Resources**

  A. Textbooks and commercial materials such as workbooks, exercises in applying phonics knowledge, etc.

  B. Lists of words commonly used throughout life

  D. Lists of words used in free expression

  E. Dictionaries--primary and elementary

IV. **Evaluation**

Language

Level IV

I. **Objectives**

A. To teach the simple basic forms of self expression, orally and written.

B. To teach correctly the use of capital letters

C. To teach the simple telling and asking sentences with punctuation

D. To learn to write simple letters, notes, invitations, notices, announcements, etc.

II. **Content and/or Activities**

A. Correlation with writing program, stressing neatness, margins, letter forms, spacing, alignment, legibility

B. Writing names of grown persons

1. Mrs. Black is Jane's mother
2. My father is Mr. Smith
3. Miss Brown is my teacher

C. Abbreviations

1. Mr. for mister
2. Mrs. for mistress
3. Tex. for Texas

D. Writing names of places

1. I live in Big Spring
2. Texas is our state
3. Austin is the capital of Texas
4. Diana's grandfather lives in California

E. Introduction to a sentence - "Building" words together in the right way to make sense

F. How sentences begin

G. Punctuation

1. The period
2. The question mark
3. Some uses of the comma, as:
   Big Spring, Texas
   December 25, 1966
   Dear Aunt Mary, (letter greeting)
   Your friend, (letter close)

Content and/or Activities

H. Pupil activities

1. Introductions
2. Using telephone
3. Learning how to give simple directions
4. Make announcements
5. Dramatizations
6. Programs -- TV and radio pretend programs

III. Materials and Resources

IV. Evaluation

Arithmetic

Level IV

I. **Objectives**

A. Develop and reinforce preceding number skills that will enable the child to carry out routine tasks

B. Familiarize the child with terms of quantity, size, time, money and measurement that he will encounter in his daily experiences

II. **Content and/or Activities**

A. Content

1. Review and reinforce number concepts learned in the previous levels -- then introduce new material in the four basics
    a. Addition
        (1) Combinations of 100
        (2) 2 and 3 place numbers
        (3) Adding by endings
        (4) Column addition involving carrying
    b. Subtraction
        (1) Combinations to 100
        (2) Subtraction by endings
        (3) Subtraction involving borrowing
    c. Multiplication
        (1) By 2; 3; 4; 5
        (2) Use sign "X"
        (3) Carrying in multiplication
        (4) Zero in multiplication
    d. Division - Short division through 5's
2. Roman numerals through 20
3. Read, write, and recognize to 1000
4. Count and write to 1000 by 100's
5. Recognize number names through 100
6. Know arithmetic terminology including
    a. sign
    b. remainder
    c. sum
    d. product
    e. quotient
7. Understand comparisons
8. Recognition of squares, circles, rectangles, and triangles
9. Introduce fractions
    a. 1/2
    b. 1/4
    c. 1/3
10. Know practical, daily arithmetic
    a. Tell time correctly; know meaning of A. M. and P. M.
    b. Know days of week, months and holidays

- c. Measurements
  - (1) Liquid
  - (2) Dry
  - (3) Linear
  - (4) Weight
- d. Money symbols and make change

B. Classroom Activities

1. Play games
   - a. Number Bingo
   - b. Dominos
   - c. Clock games
   - d. Store
   - e. Cafeteria
   - f. Spinner games
2. Charts of various kinds
3. Visit business places (banks, grocery store, etc.)
4. Go on actual buying trips
5. Cook, using recipes -- adjust recipes to various numbers of persons
6. Use daily thermometer
7. Pretend telephone calls

III. Materials and Resources

A. Play and real money

B. Telephone book

C. Measuring instruments

D. Recipes and cooking ingredients

E. Cards, puzzles, and games

IV. Evaluation

Science

Level IV

Intermediate and Secondary Level

I. **Objectives**

The following is a general outline which a teacher might follow over a period of several years, with needed adaptations to build useful science concepts and information. The content should revolve primarily about simple, general scientific phenomena and science as it effects everyday healthful living

II. **Contents and/or Activities**

A. Animals

1. Helpful
   - a. Domesticated
   - b. Game
   - c. Fur-bearing
2. Harmful
   - a. Rodents
     - (1) Damage done by them
     - (2) Control measures
   - b. Reptiles (poisonous ones)

B. Insects

1. Helpful, as bees
2. Harmful
   - a. Beetles
   - b. Weevils
   - c. Flies
3. Stress the disease carrying aspect of animals and insects -- Value of sanitation and personal cleanliness at home and at work.

C. Birds

1. Types
   - a. Song
   - b. Game
   - c. Birds of Prey
   - d. Poultry
   - e. Scavanger
2. Habits
   - a. Migration
   - b. Nesting
   - c. Mating

D. Plants

1. Propagation
2. Growing methods
3. Cultivation
4. Uses of plants to man
5. Balance in nature
6. Source of soil building

E. Rocks and Soil

1. Composition
2. Formation of rocks
3. Brief history of earth
4. Uses of soil
5. Uses of rock
6. Erosion

(The preceding five topics are to aid in developing an understanding of conservation and our natural resources)

1. To understand why conservation is important
2. To appreciate the State and Federal Parks as recreation and play area
3. To develop an understanding of the need for our natural resources
4. To learn why we should obey Fish and Game Laws

F. Air -- an understanding of the importance of air, food, water to plant and animal life

1. Ventilation and its effects on people, plants, and animals
2. Disasters caused by lack of ventilation
3. Reality of air
4. Uses of oxygen in air

G. Understanding of water

1. Uses of water to man
2. Salt water
3. Results of freezing and boiling
4. Floods
    a. Causes and results
    b. Prevention
5. Safety in the water
6. Importance to body growth

H. To understand something about weather changes

1. Reading simple weather instruments
2. Interpreting these instruments
3. Having a primary understanding of what to expect of weather
    a. Clouds
    b. Frontal areas
    c. Highs and lows

I. To develop an appreciation of electricity

1. Dangers
2. Ways to handle
3. Uses
4. Electromagnets
5. Job opportunities in this field numerous

J. To develop an understanding of simple machines

1. Definition
2. Uses
    a. Inclined plane
    b. Lever
    c. Pulley
    d. Wedge
    e. Magnets

K. To learn about gasoline engines--the automobile

1. To teach an understanding of the social, economic and recreational value of the automobile
2. To stress safe and courteous driving
3. To appreciate the economic potential of learning to drive properly
4. To learn about the occupations, various phases of the automobile industry
5. Learn about trucking as an occupational possibility and its importance to our economy
6. Know other means of transportation

L. To develop some understanding of Space

1. Sun, moon and stars
    a. The sun as a star
        (1) Light - vital importance to living things
        (2) Energy
        (3) Seasons - how they effect man and what causes them
    b. Moon
    c. Other planets
2. Definition of space
    a. Conditions in space
    b. Men in space
    c. Objects in space
3. How planes fly
4. Height planes fly

M. To develop an understanding of light

1. Light from the sun
    a. Reason for
    b. Source of energy
    c. Importance to life
2. Rate of travel of light

3. Relationship to color
4. Proper lighting in home and school and community

SUGGESTED ACTIVITIES

A. Collect

    1. Insects
    2. Cocoons
    3. Insect control equipment
    4. Pictures of poisonous snakes
    5. Leaves
    6. Rocks
    7. Butterflies

B. Make Charts

    1. Showing foods that animals supply
    2. Showing foods for health
    3. Comparing distance from earth of the planets and the comparative size of the planets
    4. Showing household pests

C. Perform simple experiments in the various areas

D. Make field trips

    1. Farm
    2. Local power company
    3. To study erosion
    4. To airport

E. Plant and grow a garden in the room

F. Hatch a chicken in the room

G. Encourage Christmas lighting

H. Show the movie, "Our Mr. Sun"

I. Keep a daily record from readings of weather instruments

III. Materials and Resources

A. Textbooks

B. Films

C. Reference books

D. Collections

E. Charts

F. Records of bird calls and songs

G. Seeds

H. Lever materials

I. Magnets

J. Air pressure material

K. Electrical equipment

L. Weather equipment

IV. Evaluation

Social Studies

Level IV

Health and Safety

I. **Objectives**

To establish basic habits and good attitudes toward healthy living and stimulate a desire for higher standards of living. Learn and practice good habits of safe living to conserve and protect life and to help others.

II. **Content and/or Activities**

A. Health

1. Basic health needs
   - a. Cleanliness
     - (1) Personal
     - (2) Food
     - (3) Clothing
     - (4) Surroundings
   - b. Nutrition
     - (1) Use of food for growth
     - (2) Pure food laws
     - (3) Digestion
   - c. Hygenic Measures
     - (1) Vaccinations and immunizations (prevention)
     - (2) New drugs and research
     - (3) Sanitation
   - d. Posture - healthy habits help us grow
   - e. Sleep and rest
     - (1) Necessary for good health
     - (2) Relaxation and play are important
     - (3) Proper places for recreation
   - f. Elimination
     - (1) Necessary for good health
     - (2) Proper foods help
     - (3) Perspiration as elimination
   - g. Care of body parts
     - (1) Mouth and teeth
     - (2) Eyes and ears
2. Health Services
   - a. Physicians
   - b. Dentist
   - c. Clinics
   - d. Hospitals
   - e. Public Health Department
   - f. Public Laws

B. Safety

1. Danger sources

- a. In the home
- b. On the street
- c. In the school
- d. In the water

2. Good safety habits
   - a. In the home
   - b. On the street
   - c. In the school
   - d. In the water
3. Types of disasters - discussion
   - a. Weather (hurricanes, tornados, etc.)
   - b. Fire (forrest, oilwell, grasslands, city structures)
   - c. Wars (bombs, fires, gas)
4. Disaster aids
   - a. Red Cross
   - b. Civil Defense
   - c. National Guard
   - d. Local groups (policeman, fireman)
   - e. Medical personnel
   - f. Shelters
   - g. Boy Scouts

III. Materials and Resources

A. Textbooks

B. Films

C. Charts

D. Reference books

E. Professional personnel for talks (Policeman, Fireman, Doctor, etc.)

IV. Evaluation

Social Studies

Level IV

Home and Family

I. **Objectives**

A. To develop an understanding of the position each member plays in the family

B. To lead pupils to appreciate the work and efforts of their parents as they provide the necessary comforts of home

C. To develop a sense of pride for his home and family

D. To help pupils realize each member of the family must work together for harmonious living

II. **Content and/or Activities**

A. Approach

1. The home is the most familiar surrounding the pupil knows. Each class member tells incidents that happen at home.
2. Pictures concerning home life and family activities are discussed and arranged on bulletin board
3. Books and stories with pictures are read and arranged on library shelf

B. Teacher-pupil planning

1. The teacher and pupil plan activities
   a. The ways we can help at home
   b. What kind of work our parents do
   c. What kind of house we live in
   d. What we can do to have fun together
2. Group activity discussed and children decide which group they wish to work with

C. Skills to be developed

1. Art booklets
   a. Drawings of home
   b. Drawings of family members
2. Working with group on mural-colored chalk or tempera
3. Use of cardboard or other materials to construct models of homes
4. Construct simple stick puppets for dramatization of interesting family experiences.
5. Construct a doll house with furniture for children in Level I

D. Additional activities

1. Home
    - a. List or collect pictures of the many kinds of materials used to build our homes
    - b. Visit a house under construction
    - c. Discuss the skills each worker must have to make our homes safe, strong, and attractive -- architect, contractor, bricklayer, electrician, plumber, etc.
    - d. Draw a murial showing home of long ago and now
    - e. Plan a unit on Indian homes of long ago and now
2. Members of family
    - a. Father - Discuss why fathers must work to supply need of food, clothing, homes, doctor, rent, car, gas, etc.
    - b. Mother - Discuss work inside (or outside) the home, telling of all the things she must do to help us and to keep our home a healthy and a happy place
    - c. Children - Discuss responsibility of each child in helping in (and outside) the home
3. Family activities and recreation
    - a. List places where the family can go together - church, show, trips, park, picnics, etc.
    - b. Discuss activities children enjoy - reading, outdoor play, games, TV, etc.
    - c. Discuss responsibility of work, sharing, taking turns, etc.

E. Academic correlation

1. Language
    - a. Talking before the group
    - b. Reading stories
    - c. Writing invitations to parents to attend class program
    - d. Discuss and observe good behavior while on family excursions
    - e. Discuss courtesy in the home
    - f. List of good books and magazines to have in the home
    - g. Vocabulary enrichment and spelling - Recognize and know meaning of many words and terms - Learn to spell and write: mother, daddy, brother, sister, aunt, uncle, home, house, etc.
    - h. Discuss family and racial customs
2. Arithmetic
    - a. Learn house and phone numbers
    - b. Use of ruler and yard stick in building
    - c. Develop a general idea how carpenters use number facts in building
    - d. Figure the cost of a week's grocery bill
    - e. Birth dates of family members
3. Health and safety
    - a. Observe safety rules when on trips or vacations
    - b. Discuss the need for clean homes
    - c. Discuss the need for shelter

F. Sources of help for family problems

1. Family service agencies
2. Medical and health agencies
3. Doctors
4. Churches
5. Police and fire departments

G. Practical arts

1. Make a photograph album of family
2. Learn and practice housekeeping activities
3. Carry out seasonal activities making Christmas decorations, coloring Easter eggs, etc.
4. Make and wrap gifts - Mother's Day, Christmas, etc.

H. Financing a family

1. Earning
2. Spending
3. Saving

I. Care of pets

1. Clean and comfortable quarters
2. Good food and fresh water
3. Careful handling
4. Grooming
5. Caring for minor injuries

III. Materials and Resources

A. Building materials: cardboard, plywood, tools, glue, paper, paint

B. Coloring media: crayolas, tempera, spray paint

C. Books, magazines, pictures

D. Films:

Are Manners Important (146)
Food That Builds Good Health (321)
A Boy of Mexico (148)
Eskimo Family (547)
Your Thrift Habits (196)

E. Filmstrips:

Manners at Home
Manners at Play

IV. Evaluation

A. Hope the pupils developed a sense of feeling for the need of cooperation within the family.

B. Have they developed a greater sense of pride in their home and family?

C. Have they developed a better understanding of the need for money and the work of the parents?

Social Studies

Level IV

Recreational Activities

I. **Objectives**

The children should be aided in their ability to take directions, follow simple rules of games, develop and improve coordination, learn wise use of leisure time, creative and imaginative interests, proper emotional outlet, cultivate basic motor skills and improve posture and body mechanics, and acquire a variety of physical activities and interests.

II. **Content and/or Activities**

A. Musical Rhythm Games and Dances

1. Hoky Poky
2. Folk dancing
3. Looby Lou
4. Rolling and bouncing a ball to music
5. Creative and imitative dancing
6. Imitating animals
7. Jump rope and hop scotch

B. Guessing games

C. Simple games such as bean bags, cat and rat, drop the handkerchief, etc.

D. Relays

E. Creative and imaginative play (example: such as acting out how various animals roll, etc.)

F. Finger and hand games

G. Quiet games

H. Team games such as football, softball, dodge ball, etc.

I. Free play on play ground, using play ground equipment, etc.

III. **Materials and Resources**

A. Playground equipment

B. Records

C. Balls (all kinds)

D. Boxes

E. Record player

F. Rhythm band instruments

G. Building blocks

H. Simple games

I. Bats

J. Puppets (homemade)

K. Clay

L. Scissors and scrapbook materials

M. Weaving materials

N. Jigsaw puzzles

O. Jump rope

IV. Evaluation

Suggested Units of Study for (Levels IV and V)

Communications

Levels IV and V

I. **Objective** - To provide teaching and practice in communication skills necessary in everyday living

II. **Content and/or Activities**

A. Conversation

1. Face-to-face
   - a. Express complete thoughts
   - b. Correct usage
   - c. Enunciation
   - d. Interesting topics
   - e. Sense of humor
     - (1) Laugh at self
     - (2) Laugh with others
2. Telephone
   - a. Correct use
   - b. Rights of others
3. Radio and T. V.
   - a. Listening
   - b. Choice of programs
   - c. Respect rights of others

B. Letter Writing

1. Business
2. Friendly

C. Good Manners

1. Social graces
2. Moral responsibilities

D. Literature

1. Prose
2. Poetry

E. Spelling (Words in everyday use)

F. Use of Library

G. Use workbooks

H. Chalkboards

I. Constant teacher correction

Content and/or Activities

J. Work in speech correction

K. Reading instructions in telephone directory

L. Use of telephones provided by Bell Telephone Company

M. Discussion of radio and TV programs

N. Listening to stories and poems read aloud

O. Drawing a picture about the story

P. Writing story in own words

Q. Memorize (by rote if necessary)

R. Writing letters

S. Supervised "Talking" periods

T. Assigned topics for talking

U. Telling stories when "self" was "goat"

V. Telling funny instances in home life

III. Materials and Resources

A. English books

B. Ditto materials

C. Materials from chalk board

D. Teacher correction of classroom conversation

E. Telephone directories

F. Telephones from Bell Telephone Company

G. T. V. guides

H. Listening to suggested T. V. programs

I. Newspapers

J. Reader's Digest

K. Weekly Readers

L. Library books

M. Child Craft

IV. Evaluation

Selection, Purchase and Care of Clothing

Levels IV and V

I. **Objectives**

- A. To help student understand his clothing needs
- B. To build understanding of appropriate and becoming clothing
- C. To promote skill in buying clothing
- D. To help student know where in the community he can supply his clothing needs - within his budget
- E. To teach student to compare costs and values before purchasing clothing
- F. To teach students importance of reading and understanding labels
- G. To learn sizes needed in clothing

II. **Content and/or Activities**

(Wardrobe needs)
- A. Fall and Winter
  - 1. School clothes
    - a. For boys
    - b. For girls
  - 2. Dress clothes
    - a. For boys
    - b. For girls
  - 3. Work clothes
    - a. Uniforms
    - b. Old clothes for dirty work
- B. Spring and Summer
  - 1. School clothes
  - 2. Dress clothes
  - 3. Vacation
    - a. Bathing suits
    - b. Shorts - pedal pushers
  - 4. Work clothes

(Minimum Budget for Above)
- A. Check Sears Catalogue
- B. Check newspaper ads
- C. Field trips to compare styles, costs, materials
  - 1. Hemphill-Wells
  - 2. J. C. Penney Co.

Content and/or Activities

(Study of Materials)
A. Durability

B. Suitability for school, dress, work

(Make scrapbook from Sears Catalogue showing years wardrobe)
A. Fall and Winter - Label picture and give price

B. Spring and Summer - Picture and cost of each article

C. Figure total cost for year, divide by 12 to figure monthly clothing budget

(Field trips)
A. Hemphill-Wells
  1. Men's Department
    a. Jackets, suits, shirts, shoes
    b. Costs and materials
  2. Women's Department
    a. Dresses, coats, blouses, shoes
    b. Get new fashion trends, materials, colors, etc.
    c. Costs and materials

B. J. C. Penney Company
  1. Men's Department (see above)
  2. Women's Department (see above)
  3. Take notes on costs and materials

C. Write up above in clothing notebook. Compare costs.

D. Cleaning method recommended

E. Becoming colors

F. Materials, seasonal
  1. Wool for winter
  2. Cotton for summer
  3. Some can be worn all year

G. Vocabulary
  1. Hand wash
  2. Machine wash
  3. Drip dry
  4. Dry clean
  5. Shrinkage
  6. Color fast
  7. Cotton
  8. Nylon
  9. Dacron
  10. Wool
  11. Washable
  (Each student include chart of his own sizes in notebook)

H. Learn to read and spell articles of clothing, materials

I. Write up chart on cleaning methods defining each term

J. Learn to use tape measure

K. Boy's Chart
  1. Coat
  2. Suit
  3. Slacks
    a. waist
    b. inseam
  4. Shirt
    a. Dress
      1. neck
      2. sleeve length
    b. Sport
      1. small
      2. medium
      3. large
  5. Socks
  6. Belt
  7. Shoes

L. Girl's Chart
  1. Dress
  2. Cost
  3. Skirt
  4. Blouse
  5. Sweater
  6. Slip
  7. Brassiere
  8. Socks
  9. Shoes

III. Materials and Resources

A. Catalogues

B. Newspaper ads showing clothes

C. Current fashion magazines to illustrate appropriate clothing

D. Filmstrips:
  You and Your Clothes
  Popular Problems of Young Teens

E. Collection of labels with material content and recommended cleaning methods

F. Information given in catalogues on materials and how to figure and estimate correct size, amounts, etc.

IV. Evaluation

Level V

INTRODUCTION

Pupils in Level V are 14 and 15 years of age with an approximate mental age of 7-5 to 8-9.

At this level all areas of academic instruction are closely correlated with pre-vocational training. Reading for understanding, purposeful writing, and arithmetic skills necessary for daily living are stressed. Basic and practical scientific information to teach pupils to observe and make simple generalizations is emphasized. Also, responsibilities of citizenship, the need and means of maintaining physical and mental health, and the need for developing personal competencies of cleanliness, courtesy, and safety habits are taught.

At this level opportunity for some job training as part of their pre-vocational readiness is offered pupils before they go into the high school level. This largely consists of supervised instruction in school services.

Communicative Arts

Level V

Reading

I. Objectives

A. To promote proficiency in reading and interpreting materials necessary to further emotional, social, and vocational independence (from Level IV)

B. To encourage leisure time reading from easy materials (from Level IV)

C. To further ability to speak effectively before a group - Correlate with language

D. To further ability to use and enjoy new words and expressions

E. To study and recognize familiar sounds and words and to increase accuracy of word attack

II. Content and/or Activities

A. Learn to speak effectively before a group

1. Discuss plans for the day
2. Make suggestions for the care of the room and the use of materials
3. Talk loud enough to be heard and understood
4. Listen and discuss directions for games
5. Listen appreciatively to stories
6. Interpret and enjoy models and visual aids
7. Talk about stories and pictures in books and magazines
8. Tell of shows, TV programs, or radio programs you have seen or heard
9. Tell of interesting personal experiences

B. Use and enjoy new words and expressions

1. Discover new words
2. Retell and dramatize simple stories
3. Try to understand what is read
4. Develop correct forms of speech
5. Learn different meanings of the same words

C. Study and recognize familiar sounds and words and increase accuracy of word attack

1. Make use of known clues
2. Compare a new word with a known one (back-black)
3. Substitute a consonant in known words (call-wall)
4. Learn consonant digraphs (sh, ch, th, wh, kn)

Content and/or Activities

5. Find two words in compound words
6. Understand plurals

D. Get the thought and meaning from oral and printed materials

1. Listen carefully to what is read orally
2. Understand what you read orally and silently
3. Understand and use compound words
4. Understand contractions
5. Read and follow directions
6. Read for specific information
7. Find answers to simple questions

E. Learn to read and understand forms, tests, etc.

F. Learn to read following signs (words and phrases)

BELL OUT OF ORDER
BEWARE
BOX OFFICE
BOY WANTED
BUS STATION

C. O. D.
COUNT YOUR CHANGE

DANGER
DENTIST
DOCTOR
DO NOT TALK TO OPERATOR
DOWN
DRIVE SLOWLY
DYNAMITE

ELEVATOR
EMPLOYEES ONLY
EMPLOYMENT OFFICE
ENTER AT FRONT
EMERGENCY EXIT
ENTRANCE
EXIT
EXPLOSIVE

FIRE
FIRE ESCAPE
FIRE EXTINGUISHER
FOR SALE
FOR RENT
FOUND

GASOLINE
GIRL WANTED
GLASS
GO SLOWLY

HANDLE WITH CARE
HANDS OFF
HAVE FARE READY
HIGH VOLTAGE
HOSPITAL
HUNTING NOT ALLOWED

INFLAMMABLE

KEEP AWAY
KEEP MOVING
KEEP OFF
KEEP OUT
KEEP TO THE RIGHT

LABORERS WANTED
LADIES ONLY
LADIES
LIBRARY
LISTEN
LIVE WIRES
LOOK OUT FOR ______
LOST

MEN
MEN WANTED

NEXT WINDOW
NO ADMITTANCE
NO LEFT TURN
NO PACKING
NO SMOKING
NO TRESPASSING

OFFICE
ONE WAY STREET
OUT

Content and/or Activities

OUT OF ORDER

PASSENGERS ARE FORBIDDEN
PAY AS YOU ENTER
PLEASE
POISON
PRIVATE
PUBLIC TELEPHONE
POST OFFICE
POLICE STATION
PULL
PUSH

R. R.
REST ROOM
SAFETY FIRST

SCHOOL
SLOW
STEP FORWARD
STREET CLOSED
STOP

TICKET OFFICE
THIN ICE
THIS WAY OUT

USE OTHER DOOR
UP

WARNING
WANTED
WATCH YOUR STEP
WET PAINT

III. Materials and Resources

A. Classified word lists

B. Easy crossword puzzles

C. Flash cards - teacher made and commercial

D. Dictionary

E. Dictionaries

F. Weekly Reader (Lower level)

G. Puppets

H. Newspapers and magazines

I. Forms to complete

J. Directions

K. Maps

IV. Evaluation

Spelling

Level V

I. **Objectives**

A. To create a desire for correct spelling in all writing situations

B. To develop meaning for words

C. To apply known phonetic elements and other word attack skills

D. To apply the principles of syllabication

E. To learn the use of the dictionary for spelling and pronunciation

F. To learn to spell and use words pupils will need to express himself in writing throughout life

II. **Content and/or Activities**

A. Pronounce words distinctly while pupil looks at it - Repeat

B. Be sure pupil knows meaning of words

C. Write the spelling words (Limit weekly list to 10 or 14 words)

D. Build a story around the words

E. Apply phonics knowledge

F. Review and testing

G. Spelling notebooks

III. **Materials and Resources**

A. Words taken from unit being studied; Examples:

Health unit: sleep, rest, air, food, etc.
Farm unit: animals, rain, barn, etc.
Safety unit: home, school, fire, rules, etc.

B. Word lists to fit needs of pupil (limit number 10 words each week)

C. Spelling notebooks

D. Textbooks as supplementary material

E. Dolch Word List

IV. **Evaluation**

Language

Level V

I. **Objectives**

A. To teach the pupil to express himself in correct, simple language

B. To teach sentence formation

C. To teach the correct use of capital letters

D. To teach pupil structure of a friendly letter, notes, announcements, invitations, etc.

E. Review program for Level IV

II. **Content and/or Activity**

A. Teach pupil to express himself through various types of speaking experiences (See "Learning to Speak Effectively" under Reading Level V)

B. Writing sentences

1. A sentence may ask something: Where do you live?
2. A sentence may tell something: I live in Big Spring.

C. Punctuation

1. Review of punctuation learned in Level IV
2. Uses of period, question mark, comma in letter headings and complimentary close
    a. Dear John,
    b. Your friend,

D. Using capitals

1. Review use of capitals presented in Level IV
2. Beginning of sentence
2. Mr., Mrs., Miss
4. Places - towns, counties, states
5. Schools, street, days, months, holidays
6. Person's name
7. Capital I meaning yourself

E. Talking about yourself, using I and me - Always put yourself last, as

1. Mother and I went to town
2. Mother gave the candy to Henry and me.

Content and/or Activities

F. Possessives (Showing ownership) -

1. Bill
   Bill's baseball

2. John
   John's pencil

3. The boys came to school.
   The boys' club met yesterday.

G. Correct verb forms
(Use of saw and seen; did and done; came and come; etc.)

H. Story Writing
(Topic: A PICNIC)

Questions to help pupil plan sentences:
- Where did you go?
- When did you go?
- How did you go?
- Who went with you?
- What did you do?

I. Writing friendly letters

1. Parts: heading, greeting, body, closing, signature
2. Form

J. Use of may and can; is and are; was and were

III. Materials and Resources

IV. Evaluation

Handwriting

Level V

Continue supervised handwriting period, working for speed and ease in addition to qualities as outlined in previous levels.

Use of pens may be introduced at this level.

Arithmetic

Level V

I. **Objectives**

- A. Reinforce and, if necessary, reteach skills covered in Level IV
- B. Provide opportunities for practical application of arithmetical concepts

II. **Content and/or Activities**

- A. Contents
  - 1. Addition and Subtraction
    - a. Adding and subtracting multi place numbers with and without carrying
    - b. Addition and subtraction of dollars and cents
    - c. Check addition by adding in the opposite direction
    - d. Check subtraction by adding the remainder and subtrahead
    - e. Addition and subtraction of decimal fractions
    - f. Zero facts in subtraction
    - g. Relationship of subtraction to division and addition
  - 2. Division
    - a. Division facts 5 through 12
    - b. Practice in the use of division facts - 5 steps in division
    - c. Division of money and decimal fractions
    - d. Relationship of multiplication and subtraction to division
  - 3. Multiplication
    - a. Meaning - short-cut for addition
    - b. Multiplication facts of 5 through 12
    - c. Multiplying 10's, 100's, and 1000's and numbers containing and ending in zero
    - d. Relationship of addition and division to multiplication
  - 4. Begin understanding of change making processes - introduce recognition, spelling and use of money words
  - 5. Introduce simple facts of measurement
    - a. Liquid and solid
    - b. Linear
    - c. Weights
    - d. Miscellaneous
      - (1) Area
      - (2) Perimeter
      - (3) Dozen, pair, couple
    - e. Time
    - f. Temperature
    - g. Other measuring instruments
      - (1) Speedometer
      - (2) Odometer
      - (3) Minute minder

6. Fractions
    a. Awareness of terms
    b. Practical aspects
7. Introduce large numbers and their place value

B. Activities

1. Planning food for a school party, using newspaper ads
    a. Adjust quantity to number of students
    b. Plan meal
    c. Total costs
    d. Use money and count change
    e. Learn to write checks
2. Budgeting
    a. Figure allowances or wages of students
    b. Plan for use of money received
    c. Prepare practice budget
3. Cooking, sewing, small building and repair jobs
    a. Measurement
    b. Quantities, sizes
    c. Estimating amounts of materials
    d. Computing costs of materials
    e. Dividing and multiplying
4. Calendar and clock
    a. Planning activities
    b. Keeping up with birthdays and holidays
    c. Making appointments
5. Post office business, Banking and Borrowing
    a. Visit local bank, post office, credit union
    b. Make out money orders, checking accounts, sales tickets
    c. Develop concept of interest payments as additions to cost of items bought
6. Keep daily weather record
7. Calculate difference in daily high and low temperature

III. Materials and Resources

A. Real and play money

B. Charts and maps

C. All types of measuring devices

D. Clocks

E. Newspaper

F. Check books

G. Deposit slip

H. Sales slip

I. Textbooks

Materials and Resources

J. Recipes

K. Patterns

  1. Building
  2. Garments

L. Films

IV. Evaluation

Science

Level V

Suggested Topics for Study
The Weather

I. **Objectives**

A. To present science experience conclusive to understanding the natural and physical elements which govern weather

B. To develop concepts regarding the influence of weather upon man and his environment

II. **Content and/or Activities**

A. Discussions:

1. Wind
2. Rain
3. Temperature
4. Air pressure
5. Clouds
6. Lightning

B. Make simple forecasting devices, as barometer. Using jar half full of water, invert smaller jar into first. Water will rise into inverted jar. When air is dry, water will rise high. When water is low, it will storm.

C. Make simple weathervane

D. Take temperature readings each day

E. Keep chart or graph of temperature and weather

F. Experiments

1. To show water is in the air
   a. Cool water in a large pan by adding ice cubes and note the moisture that forms on the outside of the pan
   b. Hold a cold plate above boiling water to find droplets of moisture - which appear on the underside of the plate (simple illustration of the rain cycle)
   c. Fill a gallon can with water and cracked ice; add rock salt until moisture forms on the outside of the can; continue to add salt until frost forms. (Explain "dew" and "frost" at this point as water vapor in the air close to the ground.)
   d. Put two wet spots on chalkboard. Fan one and let the other dry by itself.

2. To show that air is around us
   a. Take a full glass of water. Lay a piece of cardboard over it. Hold the cardboard firmly to the glass. Invert it over a basin.
   b. With some drinking straws show that air is inside the straw. Cover one end of the straw with your finger. Immerse into a glass of water.
   c. Blow up a balloon. Immerse it into a pan of water. See the bubbles the air makes as you let the air out of the balloon.
3. From a piece of thin wood make a weather vane. Saw out an arrow. Put it on an end of a stick with a small nail so that it may swing or move freely with the breeze. Take it out where the wind may strike or blow it. The arrow points in the direction from which the wind is blowing
4. Observe the fan on a windmill
5. Into a glass of water drop in some sugar granules. Stir. Taste. Do the same with salt and/or flour. Set aside and let evaporate

G. Discussions how weather has an effect on how people dress, the types of homes they live in, the work they do and the food they eat
   1. Learn how to read a thermometer
   2. Discuss effect of sun and moon on weather
   3. Watch for rainbows

H. Discuss value of weather forecasts

   1. To people
   2. To property
   3. To animal life
   4. To plant life

I. Use of visual aids - films and filmstrips

J. Weather poems

   1. "The Rainbow" by Walter de la More
   2. "Who Has Seen the Wind?" by Rossetti
   3. "Fog" by Sandburg
   4. "Snow in the City" by Field
   5. "The March Wind" Unknown

K. Music

   1. Frosty the Snowman
   2. Jingle Bells
   3. Sleigh Ride
   4. Oh, What a Beautiful Morning
   5. Winter Wonderland

III. Materials and Resources

A. Materials for experiments

B. Filmstrips

   1. Autumn and Winter
   2. Animals in Summer
   3. Animals in Spring
   4. Animals in Autumn
   5. Spring Brings Changes

C. Music and records

IV. **Evaluation**

Science

Level V

Our World and the Universe

I. **Objective** - To understand something of the magnitude of the earth and its relation to the universe

II. **Content and/or Activities**

- A. Discussions (correlated with reading, spelling, and language activities)
  - 1. The sun
    - a. Heat
    - b. Light
    - c. Solar system
      - (1) Planets
      - (2) Moon
      - (3) Their phases
  - 2. Meteors and meteorites - when most meteors appear
  - 3. Constellations - pictures in the sky
    - a. Big dipper
    - b. Little dipper
    - c. North star
    - d. Leo
    - e. Dragon
  - 4. Air - blanket about the earth
    - a. Importance to life
      - (1) Plant
      - (2) Animal
    - b. Works for us
      - (1) Tires
      - (2) Water wings
      - (3) Pumps, etc.
    - c. Movement
      - (1) Drafts
      - (2) Breeze
      - (3) Winds
      - (4) Direction of wind
  - 5. Space - outside air envelop

III. **Materials and Resources**

- A. Films
  - 1. Big Sun and Our Earth
  - 2. Earth in Motion
  - 3. Man and the Moon
  - 4. Rockets and Satellites
  - 5. Work of the Atmosphere
- B. Textbooks and library books

IV. Evaluation

Social Studies

Level I

Learning To Live As A Good Neighbor
(Citizenship)

I. Objectives

A. To stimulate a degree of curiosity and interest which will tend to lead into some new lines of activity, develop a sense of values, and an appreciation for democratic living

B. To enlarge the pupils environment as they recognize the interdependence of people in all walks of life in the community

C. To help children realize that by being careful citizens in the schools and at home they are cooperating with the community helpers

D. To develop some initiative in setting up and attacking problems as independently as can be expected of boys and girls at this level of mental development

II. Content and/or Activities

A. Workers -- Who Keep Us Safe and Well

1. Firemen
   - a. Bulletin board: pictures of firemen at work
   - b. Films: The Fireman; Fire Prevention
   - c. Develop a vocabulary list for language and spelling
   - d. Trip to fire station (Preparation: questions; rules of conduct; follow up and an evaluation)
   - e. Discussion: The fire drill and how it can be improved
   - f. Fire hazards found in homes and schools
   - g. Practice in learning to use the telephone directory in reporting a fire or accident and in becoming acquainted with alarm system
   - h. Exhibits: Booklets, murals, posters
   - i. Demonstrate a fire drill

B. Workers -- Who Produce Our Basic Needs

1. Why do we need shelter
   - a. Discuss basic needs - protection, eating, sleeping and working
   - b. Distinguish need of shelter for people, animals, and machinery
   - c. List the reasons for the differences in homes, climatic conditions, suitability of materials, availability of materials, building skill

Social Studies

Level V

Learning To Live As A Good Neighbor
(Citizenship)

I. **Objectives**

A. To stimulate a degree of curiosity and interest which will tend to lead into some new lines of activity, develop a sense of values, and an appreciation for democratic living

B. To enlarge the pupils environment so they recognize the interdependence of people in all walks of life in the community

C. To help children realize that by being careful citizens in the schools and at home they are cooperating with the community helpers

D. To develop some initiative in setting up and attacking problems as independently as can be expected of boys and girls at this level of mental development

II. **Content and/or Activities**

A. Workers -- Who Keep Us Safe and Well

1. Firemen
    - a. Bulletin board: pictures of firemen at work
    - b. Films: The Firemen; Fire Prevention
    - c. Develop a vocabulary list for language and spelling
    - d. Trip to fire station (Preparation: questions; rules of conduct; follow up and an evaluation)
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    - f. Fire hazards found in homes and schools
    - g. Practice in learning to use the telephone directory in reporting a fire or accident and in becoming acquainted with alarm system
    - h. Exhibits: Booklets, murials, posters
    - i. Demonstrate a fire drill

B. Workers - Who Produce Our Basic Needs

1. Why do we need shelter
    - a. Discuss basic needs - protection, eating, sleeping and working
    - b. Distinguish need of shelter for people, animals, and machinery
    - c. List the reasons for the differences in homes, climatic conditions, suitability of materials, availability of materials, building skill

2. What are our homes like today
    - a. Pictures of different types of homes
    - b. Discussion and samples of various materials used in constructing a home
        - (1) Lumber - forest
        - (2) Stone - quarries
        - (3) Brick - clay
        - (4) Stucco - factory
        - (5) Concrete - plant
        - (6) Glass - plant
        - (7) Steel - mill
        - (8) Aluminum - mill
    - c. Show films and filmstrips on building
    - d. Discuss kinds of work done by each worker: architect, contractor, carpenter, electrician, plumber, etc.
    - e. List of standards for keeping home neat and protecting furnishings
3. What makes a house a home
    - a. Each family member's responsibility -- duties, courtesy, respect for others, cheerfulness, cleanliness
    - b. Discuss the children's contribution to the appearance of the home and yard
    - c. Pictures of well-kept yards and gardens
    - d. First duties and ways of being courteous
    - e. Make crafts for use in home
    - f. Develop program using songs, poems, choral readings, and reports with children in costume to interpret work of community workers

C. Workers - Who Help Us Communicate and Travel

1. How is communication making us better neighbors
    - a. Take trips to telephone office, the post office, a radio station, a newspaper office (How do they help us become neighbors?)
    - b. Discussion of our mail system
        - (1) The post office workers who help us
        - (2) The postman
        - (3) The railroads and plane service
2. How is travel helping us to become better neighbors
    - a. Plan an imaginary trip by one of more means of travel
        - (1) Discuss: Trains are safe
          Boats are slower
          Airplanes are faster
          Bus travel is inexpensive
          Our decision depends on where we go
    - b. Dramatization: "Our Trip"
        - (1) Arrange chairs on train or plane
        - (2) Make reservations by phone
        - (3) Make tickets
        - (4) Have a meal
        - (5) Conductor or pilot and stewardess
        - (6) Practice safety rules
    - c. Discuss
        - (1) Old and new methods of travel

d. Take a trip to airport, train or bus station, telephone office, post office

D. Workers - Who Help Us Play

1. What are the values derived from recreational facilities
   a. Discussion: the fun of working and playing together as citizens
   b. How can our health be improved through facilities provided for us
   c. Discuss playground and park safety
2. Responsibility we should share in improving and enjoying our parks
   a. Report any damage to proper authorities
   b. Learn to share tables, fountains, playground equipment
   c. Share experiences: Tell how to play games
   d. Write story of our trip to the park
   e. Take trip to park, recreation center, or Y. M. C. A.

III. Materials and Resources

A. Films and filmstrips (See Home and Family, Level IV)

B. Pictures

C. Posters

D. Charts

E. Reference books and magazines

F. Newspapers

G. Art supplies

H. Telephone

IV. Evaluation

A. Has the pupil developed a desire to participate as a member of a democratic community, which offers him protection in health and safety?

B. Has the pupil learned to respect many kinds of people and their work through an understanding of the interdependence of people at different walks of life?

C. Has the pupil become familiar with the work of community helpers who assist us in communication and travel?

D. Has the pupil developed an awareness of all the recreational resources available in his community and his responsibility in their care?

Social Studies

Level V

Health and Safety

I. **Objectives**

- A. Reinforce the meaning and cultivate the habits of health and safety
- B. To help the child learn simple first aid and to realize the place of safety and health in filling one's place in society, both to himself and to the community

II. **Contents and/or Activities**

- A. Personal health
  - 1. Cultivate good grooming and personal appearance
    - a. Care of hair, skin, teeth, body and nails
    - b. Care, adequacy, and appropriatness of clothing
  - 2. Develop proper food and eating habits
    - a. Contents of an adequate diet
    - b. Importance of three meals a day
    - c. Importance of milk in diet
    - d. Relationship of diet to
      - (1) Disposition
      - (2) Efficiency
      - (3) Activity
      - (4) Beauty
      - (5) Disease
      - (6) Skin, weight and health
  - 3. Develop the concepts of correct posture
    - a. What it is
    - b. Relationship to good health
    - c. Relationship to general appearance
    - d. Relationship to beauty
  - 4. Develop the idea of adequate rest and sleep
    - a. Necessary number of hours for good health, keeping in mind individual variations in needs
    - b. Stress the importance of proper ventilation, clean bed linens, comfortable beds
  - 5. Develop concepts of cleanliness in eating, dress, housekeeping, cooking, and in use of bathroom
  - 6. Develop a concern about disease
    - a. Be able to recognize the common diseases and know when to call the doctor
    - b. Know the simple, home remedies and the importance of bed rest
    - c. Know how to prevent spreading the disease
    - d. Know the defenses against disease such as diet, inoculations, cleanliness, exercise, fresh air and sunshine

Contents and/or Activities

B. Safety of self, home, and community

1. Know laws of driving
2. Learn water safety
    a. Dangers involved
    b. How to swim well
3. Learn safe use of simple tools such as hoe, rake, mower, hammer, saw, etc.
4. Acquire knowledge of safe use of medicines
    a. Reading of labels and signs on bottles
    b. Need of doctor's prescription
    c. Importance of not taking medicines that are harmful or prescribed for others
5. Learn how to secure help when needed
6. Knowledge of use of gas, electricity and the dangers of each
7. Knowledge of doctors, police, and fire department phone numbers and when and how to call
8. Exercise precautions to prevent unnecessary accidents such as falls, burns, cuts, etc.
9. Knowledge of safety habits and rules on the
    a. Street
    b. Playground
    c. Lunchrooms
    d. Halls
    e. Bathrooms
10. Awareness of the need to report to appropriate agencies any dangers encountered such as broken windows, fallen wires, sewer lines, water mains, etc.

III. Materials and Resources

A. Films

B. Booklets

C. Dramatizations

D. Charts

E. Demonstrations

F. Field trips

G. Programs and visiting lecturers

IV. Evaluation

Social Studies

Level V

Recreational Activities

NOTE: See Level IV, with the possible addition of such activities as:

A. Table tennis

B. Football

C. Shuffleboard

D. Bowling

E. Folk Dancing

F. Participation on school teams and tournaments

Suggested Units of Study

for

Levels IV and V

(Study of Texas)

I. Objectives

- A. Location of Texas
- B. Brief history of Texas
- C. To understand something of the size of Texas
- D. To understand directional sections of Texas as used in news and weather forecasts
- E. To learn names and locations of principal cities of Texas
- F. To learn what is grown and processed in Texas
- G. To learn names and location of principal cities
- H. To learn Texas songs
- I. To become familiar with Texas road maps and learn how to figure distances
- J. To become familiar with name of capital and of state symbols

II. Content and Activities

1. Southwest section of United States in North America
2. Bordered by Oklahoma, Arkansas, Louisiana, Gulf of Mexico, Mexico, and New Mexico
3. Texas second only to Alaska in size - largest within boundaries of United States
4. Approximate miles from El Paso to Beaumont - 850, Brownsville to Dalhart - 900
5. Story of Texas
   - Texas became free from Mexico after the battle of San Jacinto and the battle of the Alamo
   - Location of the Alamo
   - Texas once a republic
   - Texas under six flags
6. Texas state capitol located in Austin

Content and Activities

7. Symbols
   a. "Lone Star" flag
   b. Flower is the bluebonnet
   c. State tree is the pecan
   d. State bird is the mocking bird

8. Locate on large U. S. map

9. Learn to read names of bordering states, Mexico, Gulf

10. Locate on globe or flat world map

11. Begin Texas notebook - above and following information put on board in outline form to be copied

12. Outline and put in notebooks - Listen to stories of Texas history read by teacher - Draw six flags of Texas for notebook

13. Hunt pictures or picture postcards to illustrate this section in notebook. Draw a large picture of the state seal

14. Much class discussion to create understanding of these symbols of the state

15. Draw state flag on art paper

16. State seal
    a. Used on driver's license
    b. All official papers

17. Emphasize that Texas flag flies below the U. S. flag and explain why

18. Directional sections
    a. North Texas
    b. Northwest Texas
    c. Central Texas
    d. North East Texas
    e. Southeast Texas
    f. South Texas
    g. Southwest Texas

19. Much individual drill with student learning to point to North, South, East and West - then all eight compass points plue Central Texas. Spend much time here

20. Cities to learn about
    a. Houston
    b. Dallas
    c. Fort Worth
    d. El Paso
    e. Amarillo
    f. Lubbock
    g. Austin
    h. San Antonio
    i. Brownsville

21. Learn to pronounce, read, and if possible spell names of cities

22. List in notebook and give section of Texas where found. Also, find population as given in road map

23. Learn to use alphabetical directory to locate these and other cities

24. Principal crops
    a. Cotton the largest crop; others - grains, corn, wheat, rice
    b. Vegetables, fruits

25. Study complete set of film strips and list in notebook products of each section of Texas. Find magazine pictures to illustrate raw and finished products

26. Products
    a. Cattle, sheep, goats
    b. Lumber
    c. Oil and petroleum products

27. Make Texas bulletin board

28. Austin, the capitol, has a star by it

29. Find Big Spring

30. Take imaginary trips and decide how far you could travel in a day

31. Follow highways "80" and "87" from Big Spring in all directions

32. Find distance from Big Spring to Midland, El Paso, Abilene, Dallas, Lubbock, Amarillo, San Angelo, San Antonio

33. Continue find distances using principal cities as a radius

34. Learn to read long and short distance markings

35. Find rivers on map and learn to read the names

36. Rivers to study
    a. Rio Grande
    b. Trinity
    c. Colorado
    d. Red River

37. Learn songs by rote and copy in Texas notebook

38. Songs to learn
    a. Texas Our Texas
    b. Eyes of Texas
    c. Yellow Rose of Texas
    d. Cowboy Songs

III. Materials and Resources

A. Maps - Large Texas map
Large U. S. map
Texas road map

Materials and Resources

B. Filmstrip: "All About Texas" Strip No. 1

C. Library books and encyclopedias

D. Magazines and newspapers

E. Picture postcards

IV. Evaluation

America - Land We Love

Levels IV and V

I. **Objectives**

A. To develop an interest and pride in our American heritage

B. To learn the meanings of some of America's symbols

C. To learn something about great Americans - names and contributions

D. To develop understanding and appreciation of good citizenship

II. **Content and/or Activities**

1. Initiate unit by class discussion
   - a. The meaning of freedom
   - b. Meaning of
     - (1) Pledge of Allegiance as given daily in room
   - c. Use of American History filmstrips
   - d. Use of record - "Let Freedom Sing"
2. Begin booklet - "America, Land I Love"
   - a. Write Pledge of Allegiance in booklet
3. Make bulletin board showing symbols - scenic pictures, etc.
4. Brief outline of history for notebooks
   - a. Discovery of America
   - b. Landing of Pilgrims
   - c. Revolutionary War
   - d. Westward Expansion
   - e. Civil War
   - f. Territory acquisitions
   - g. Two world wars
5. American symbols to discuss and put in booklet
   - a. Pledge
   - b. The motto
   - c. The National Bird
   - d. Uncle Sam
   - e. National Anthemn
   - f. Currency
   - g. Flag
6. Illustrate - find pictures of symbols for notebook
   - a. Draw U. S. flag
     - (1) 13 colonies and stars
     - (2) 50 star flag
     - (3) Color symbols
     - (4) Why 13 red and white stripes
7. American Presidents
   - a. Stress Washington and Revolutionary War
   - b. Lincoln and the Civil War
   - c. Wilson and World War I
   - d. Roosevelt and World War II
   - e. Kennedy - the present President

8. Outline on board names of American presidents and term of office for notebook
    a. Discuss meaning of term
    b. Present 2 term limit - why
9. Patriotic Music (discuss meaning before singing)
10. Have class (as a group) write an acrostic using the word "America"
11. American Heroes
    a. Paul Revere
    b. Benjamin Franklin
    c. Lewis and Clark
    d. Clara Barton
    e. Edison
12. Use workbook - Citizens of the U. S. A. - Books 1, 2, 3
13. Visit court at various times during year to study court proceedings and different kinds of trials

III. Materials and Resources

1. Film Strips in Special Education library
2. "American Thanksgiving" Choral Reading, Grade Teacher, November, 1961
3. Movies - Big Spring Schools
    a. "Defining Democracy"
    b. "Democracy"
    c. "Early Settlers of New England"
    d. "Colonial Children"
    e. "Pioneers of Plains"
    f. "Westward Movement," etc.
4. Songs to learn
    a. Star Spangled Banner
    b. America the Beautiful
    c. This Land is My Land
    d. Yankee Doodle
    e. Battle Hymn of the Republic
5. Film strips on great Americans
6. Color slides of different sections of America
7. Citizens of the U. S. A., Series Workbooks
8. Books: stories read to students on great Americans

IV. Evaluation

Use of the Telephone

Levels IV and V

I. **Objectives**

- A. How to use the telephone
- B. How to get help in making calls
- C. How to make emergency calls
- D. How to use Big Spring telephone directory
- E. How to answer an employer's phone

II. **Content and/or Activities**

1. Correct way to hold telephone - Use kit provided by telephone company with "live" phones. Use one child as operator
   - a. Illustrate the "dial tone"
   - b. Give "busy signal"
2. Speak in a natural, clear voice
3. Listen for dial tone
4. Correct way to dial
5. Learn to read instructions on pay phones
6. How to dial a long distance call
   - a. Practice making long distance calls
     - (1) Use chart in front of phone directory
     - (2) Spend several days making charts showing economy of "Station to Station" and "night and Sunday" calls
7. Dial "411" for information
8. "O" for operator
   - a. Emergency calls
   - b. Be sure to give address where help is needed
9. Where to find list of emergency numbers (Learn to read)
   - a. Police
   - b. Fire Department
   - c. Texas Highway Patrol
   - d. Sheriff
   - e. Ambulance
   - f. Doctor
10. Explain and discuss emergency calls on party lines
    - a. State law misdemeanor for failure to give up line
11. Using Teletrainer kit, practice making emergency calls giving needed information
12. Learn alphabet (Teach alphabet by rote)
13. Last names listed first, first name, or initials and address follows, then telephone number - Name, address, what is the need?

14. Learning to find names continued
    a. Learn to find names on one page first. Hunt several names beginning with "A"
    b. Gradually work up to finding lists of names and numbers at random. Do this once a week all during the year
15. You are judged by your voice
16. Apologize when you get the wrong number
17. Use polite expression if call is for some other family member
18. Learn to take message and number
19. Be a good telephone neighbor when on a party line or calling a party line
20. Listen carefully
21. Ask for message, name, number and write them down. Read them back to be sure information is correct
22. Make following lists with telephone numbers
    a. City offices
    b. County offices
    c. State offices
    d. U. S. Government Offices
    e. City school
        (1) Learn to read above and discuss meaning of offices
23. List on board for students to locate
    a. Bicycle shop
    b. Mover
    c. Dentist, etc.
24. Use the "Teletrainer" for
    a. Practice taking calls for yourself
    b. Practice taking calls for others
    c. Practice making emergency request for the line when on a party line
    d. Practice taking business calls and writing down information

III. Materials and Resources

A. Phone directories

B. Movie: "Televonia" from Bell Telephone Company
"Southwestern Bell Teletrainer" Kit

C. Booklet: "The Telephone and How We Use It"

IV. Evaluation

Level VI

INTRODUCTION

Instruction in Level VI is for pupils 16-21 years of age with mental ages ranging from 8-0 to 12-0. This period of school training is referred to as the pre-vocational level. Here, all academic work, as well as training in personal and cultural competencies, deals with training for future employment. The pupil is schooled in handling problems and situations he will meet as an employee and as a responsible adult. He learns something of the cost and buying of food and clothing for himself and for a family; of the need to know something of budgeting and saving his income; and of procedures in banking, of buying and collecting insurance, of the social security program, etc.

This training is basic to Level VII, the vocational or on-the-job training program.

Pre-Vocational Training

Level VI

General Objectives

1. To provide students with job information.
2. To provide positive concepts of self.
3. To provide realistic evaluation of self and jobs
4. To develop acceptable work habits
5. To develop acceptable respect for authority, work, and fellow employees
6. To develop acceptable personality traits, attitudes, and health habits necessary for on-the-job training
7. To develop positive attitudes toward job-training for little or no salary
8. To instill the necessity of completing on-the-job training for graduation
9. Develop work vocabulary
10. To develop awareness of general occupational safety practices

I. Introduction

Objectives: To develop an awareness of good work habits
To develop a realization of personal responsibility

A. Steps to successful employment

1. Be on time
2. Learn to listen
3. Ask questions
4. Complete the job
5. Go on to next job
6. Get along with fellow employees
7. Practice good manners at all times
8. Additional suggestions:
    a. Page 51 Book II *Teenagers Prepare For Work* by Carson
    b. Chapter 5 *Foundation of Citizenship* Book I by Shawn

B. Enrichment

1. Make wooden keys - Print each step on a key
2. Enter each step in personal employment notebook
3. Make small posters for notebooks

II. On-Campus-Training

Goals: To explore job interest of students
To develop a sense of achievement in doing a job well
To develop required skills for on-the-job training
To see how on-campus jobs will lead to employment elsewhere
To give student work experience under closely supervised conditions

A. Cafeteria

1. Delivery of food
2. Wrapping of silver
3. Setting tables
4. Serving of food
5. Cleaning
6. Washing dishes
7. Stacking chairs

B. Custodian's assistant

1. Equipment to be used
2. Care of equipment
3. Cleaning of class rooms and baths
4. Empty trash

C. Messengers

1. Office to class room communications
2. Inter-room communications

D. Teachers helper

1. Individual student supervision
2. Organize and supervision of games
3. Serve refreshments
4. Distribute materials for activities
5. Reading stories to children

Resources:

Teenagers Prepare for Work	Book I by Carson
Teenagers Prepare for Work	Book II by Carson
Campus Work Experience	by Carson

III. How To Get A Job

Goals: To give student a knowledge of steps toward employment
To help student gain confidence in speaking to strangers
To develop the skills to fill out written forms

A. Who can help you?

1. Parents
2. Teachers

3. State Employment Agency
    a. Locate State Employment Agency in telephone book
    b. Locate address on city map

B. Places to look

1. State Employment office
2. Newspapers - want ads

C. Making appointment for interview

1. Use of telephone (Use tele-trainer)
2. Role play

D. The interview

1. Role play
2. Questions to ask about the job - page 36 - Book II Teenagers Prepare For Work
3. Have employers speak to class about importance of the interview
4. Have students tell about their interviews for on-the-job training (The above is perhaps the most valuable -- as students are hearing their peers)

E. Application blanks

1. Use application blank collected from local business concerns, which have employed special education students
2. Use application blanks for developing personal spelling problems

F. The physical

1. Things the doctor will check: (Your skin, eyes, ears, nose and throat, teeth, lungs, heart, feet, joints, posture, weight, height, and diet)
2. Use actual Physical examination cards (discuss in class)

G. Questions to be answered before starting on-the-job training

1. What hours do you work?
2. What are you paid, and when?
3. What will be withheld from your check?
4. How will you get to work?
5. What type of clothing do you wear?
6. Individual questions as they arise

Resources:

Teenagers Prepare for Work - Book II - Carson
Foundations of Citizenship - Book I - Shawn
Finding Your Job - Unit 2, Volume I - Finny Company

IV. Jobs For You

Goals: To introduce possible employment
To help student find his interest in the employment world
To have an understanding of various employment
Individual goals will be made for the student so as to provide skills needed for his employment.

A. Jobs for women

1. Food Services
    a. Bus Girl
    b. Dish washer
    c. Counter girl
    d. Waitress
2. Nurses Aides
3. Maids
4. Beautician
5. Department store aids
    a. Sizing
    b. Marking
    c. Stocking

B. Jobs for men

1. Mechanical contractor
2. Mechanics helper
3. Variety stock boys
4. Grocery stock boys
5. Custodians helper
6. Upholsterers helper
7. Roofers helper

C. Enrichment activities

1. Make a notebook using following outline
    a. Title of job
    b. Kind of job
    c. What to expect
        (1) Working hours
        (2) Special clothing
        (3) Indoors or outside
        (4) Clean, dirty surroundings
    d. Skills required for the worker
    e. What a worker must be like
        (1) Personality
        (2) Physical demands
    f. Good and bad things about the job
2. Use telephone yellow pages to list places of employment the student might be interested in
3. Field trips to see jobs in action
4. Have future employers speak to the class about the traits of a successful employee

Resources: Finding Your Job Series - Unit I - Volumes' I, II, III, IV
Finding Your Job Series - Unit II - Volumes' I, II, III, IV, V
Teenagers Prepare For Work - Book I - Carson
Teenagers Prepare For Work - Book II - Carson
Target Series - Occupation Phase - "The Joke That Wasn't Funny"- Mafix Association
Rights and Duties of Citizens - Workbook - Corcoran
Occupational Filmstrips (Eyegate House)
Telephone Directory
Illustration of jobs from magazines
Slides of fellow classmates on the job

Communications

Level VI

General Objectives

1. To provide the student an opportunity to develop a useful vocabulary

2. To provide pleasing communications in all areas of life

3. To provide skills of communications which will help the student on-the-job training, and successful employment

I. Oral Communications

Goals: To help students with individual problems
To extend the correct usage of words
To use correct enunciation
To learn to speak so that one may be heard by others
To extend learning to answer questions in complete sentences
To help student gain skills which will help him in the vocational world

A. Vocabulary Building

1. Vocabulary of the week
    - a. Use in complete sentences
    - b. Find illustration of vocabulary
    - c. Build individual vocabulary lists
2. Aid the speech therapist in individual programs for the student (Language Development)
3. Brainstorming
   (Have students think of as many ways an item can be used - example: "What can you do with your hands?" - Another suggestion see Peabody Vocabulary Kit)
4. Scrabble -- vocabulary building word game
    - a. Student is required to use new word in a complete sentence
    - b. Use only the value score to the word unless the students are advanced in math skills

B. Conversation

1. Learn to introduce people
    - a. Peers to peers
    - b. Peers to parents
    - c. Parents to employers
        - (1) Role play introduction
        - (2) Have student report to class on his introduction to future employer
2. Learn to engage in interesting discussions
    - a. Talk about subjects in which the group is interested
    - b. Use a pleasing voice
    - c. Speak clearly

- d. Avoid repeating yourself
- e. Listen to others
- f. Evaluate the idea of others, be opened minded
- g. Give others an opportunity to talk
- h. Draw others into the conversation

3. Directions
   - a. Learn to read a map
   - b. Learn to give directions
     - (1) Using left and right
     - (2) Using North, South, East, and West
   - c. Learn to follow oral directions
     - (1) on the job
     - (2) in the class

C. Telephone

1. How to use the telephone
   - a. Correct way to hold the telephone
   - b. Listen for dial tone
   - c. Correct way to dial
   - d. How to dial for information (411)
   - e. How to dial for operator
     - (1) For aid in dialing
     - (2) For long distance calling
     - (3) For emergency calls
2. Emergency calls
   - a. Police
   - b. Fire department
   - c. Texas Highway Patrol
   - d. Sheriff
   - e. Ambulance
   - f. Doctor
     (Stress the correct information to give when calling any of the above - Role play emergency calls - Discuss emergency calls on party lines)
3. The telephone directory
   - a. How to find a name in the directory
   - b. How to find an address in the directory
   - c. Where to find listing for emergency numbers
   - d. How to use the yellow pages
4. Telephone courtesy
   - a. Identify yourself as soon as party answers
   - b. Apologize when you get a wrong number
   - c. Speak in a clear, natural voice
   - d. Listen carefully
   - e. When conversation is ended, say "good-by" and hang up the receiver
5. Telephone messages
   - a. Listen carefully
   - b. Information to get
     - (1) Name
     - (2) Number of the caller
     - (3) Write message down
     - (4) Read message back to the caller
     - (5) Record the time you took the message

6. Enrichment for telephone area of oral communications
   a. Field trip to the telephone company
   b. Use the "Tele-trainer" provided by the school system
   c. Use the booklet that goes with the Tele-trainer
   d. Practice receiving messages, and relaying messages

Resources for Oral Communications:

"Tele-trainer"
Telephone Directory
Telephone message blanks (collected from local businesses)
Peabody Vocabulary Kit I, II, and III when available

II. Written Communications

Goals: To learn to have readable handwriting
To help the student gain self assurance in expressing himself
To learn the correct form of letter writing
Individual goals will be set for each student

A. Letter Writing

1. Business letters
   a. Requesting application forms
   b. Requesting recommendations
   c. Ordering items -- when order blanks are not available
2. Friendly letters
3. Thank you notes
4. Correct way of addressing an envelope
   (Practice sheets -- teacher constructed will be used in the above items)

B. Spelling

1. Practice spelling vocabulary related to current unit
2. Drill on correct spelling for individual applications information
   a. Name
   b. Birthplace
   c. Birthday (three ways to write the month and year)
   d. Address
3. Learn to spell words related to home
   a. Names of family members
   b. Grocery items
   c. Household items
   d. Notes to the family

C. Literature

1. Prose
   a. Read stories
      (1) American Girl
      (2) Boys' Life
      (3) Seventeen
      (4) Books

    b. Write endings to open ended stories
    c. Write stories which are current to class events

2. Poetry
    a. Make a big book of poetry
    b. Memorize seasonal poems
    c. Draw illustrations of poetry
    d. Visit local art exhibits

Resources:

Out of adoption -- English textbooks
Magazines
English workbooks
Newspapers
Filmstrips

Social Adjustment

Level VI

I. Personal Acceptance

General Objectives

1. To accept oneself
2. To accept ones responsibility to peers and to family
3. To learn to accept disappointments

A. Oneself

1. "The Person You Are" - Turner Livingston Reading Series
   - a. Read story as a group
   - b. Compare oneself with characters in the story
   - c. Follow activities after each part of the story
   - d. Role play suggested situations
2. Understanding oneself
   - a. Basic needs
     - (1) Body (refer to resources)
     - (2) Physical
     - (3) Personal
     - (4) Social
   - b. Improving ones personality
     - (1) Minding ones manners
     - (2) Sense of humor
     - (3) Many interests
     - (4) Listening skills
     - (5) Conversational skills
3. Am I Grown?
   - a. Can I face facts?
   - b. Can I accept criticism?
   - c. Do I transfer blame?
   - d. Do I run away from problems?
   - e. Do I accept disappointment?

B. The Family

1. "The Family You Belong To" - Turner Livingston Reading Series
   - a. Use story and activities
   - b. Have panel of parents and students discuss suggested situations in the story
   - c. Discuss individual problems in relationship to the story
2. Understanding ones family
   - a. Common differences
     - (1) How to handle social privileges
     - (2) What hours one keeps
     - (3) Question of dating
     - (4) Question of friends
     - (5) Question of money

- b. What to do when differences arise
  - (1) Talk things over
  - (2) Be dependable
- c. Ones responsibility to his family
  - (1) Develop positive traits
    - (a) Thoughtfulness
    - (b) Loyalty
    - (c) Appreciation
    - (d) Love
  - (2) Avoid negative traits
    - (a) vindictiveness
    - (b) sullenness
    - (c) anger
    - (d) irritability
    - (e) antagonism

C. Ones Friends

- 1. "The Friends You Make" - Turner Livingston Reading Series
  - a. Use book - (one per student)
  - b. Follow suggested activities after each part of story
  - c. Dramatize parts of story
  - d. Compare oneself with the characters in the story
- 2. Understanding ones friends
  - a. Qualities of a good friend
  - b. Self check list
  - c. Dramatize situations which arise from discussions

Resources:

Tomorrow's Homemaker - Dora S. Lewis - (pages 3-56)
The Person You Are - Turner Livingston Reading Series

II. Personal Grooming

Objectives: To develop good grooming habits
To practice good posture and physical fitness
To make the best of oneself

A. Cleanliness

- 1. Complexion care
  - a. Soap and water
  - b. Make-up (correct use of)
    - (1) Field trip to cosmetic shop
    - (2) Demonstrations by beauty operators
    - (3) Practice in class (Have individual make-up kits)
  - c. Shaving
    - (1) Have shaving kit in class
    - (2) Field trip to a barber shop
- 2. Hand care
  - a. Wash often - use nail brush daily
  - b. Keep nails short and clean
  - c. Manicure weekly (Have manicure equipment in classroom)

    - d. Use lotions or cream
    - e. Use of rubber gloves in cleaning
- 3. Hair care
    - a. Shampoo weekly
    - b. Keep cut and curled
    - c. Frequent brushing and combing
    - d. Practice setting hair in class
- 4. Body care
    - a. Daily bath
    - b. Use of deodorant
    - c. Exercise
    - d. Rest
    - e. Diet (refer to foods section)
- 5. Clothing

Resources for Personal grooming:

Fashions and Fabrics - Lucy Rathbone
Tomorrow's Homemaker - Dora Lewis

SPRING PROJECT

Class selects a project in which all students work toward a gift to some one, or some group. The project is selected to benefit the larger part of the class.

The students do the following:

1. Make general planning (outline) of project
2. Appoint working committees
3. Secure needed materials
4. Develop project
5. Social activity in which the gift or gifts are given
6. Evaluation

1965 - Aprons for teachers

1966 - Stuffed animals for Level I

Possible projects for the future:

1. Picture frames
2. Flower arrangements
3. Pillow tops
4. Fabric Book Covers
5. Glass Flowers
6. Tote bags
7. Hats
8. Puppets and puppet show

Goals for the Spring project are: (1) To provide an opportunity for the student to plan and carry out a project for other people. (2) To provide an experience of working in committees. (3) To introduce students to a possible hobby.

Banking and Budgeting

Level VI

General Objective: To acquaint the student with general procedures in banking and budgeting

I. Banking

Goals: To provide the student with experiences which he can use as he becomes a self-supporting citizen

To provide goals for each individual student

Content and Activities

A. The responsibilities of having a bank account

1. Discussion topics
    a. Have sufficient bank balance to write checks
    b. Cost of having a bank account
    c. The bank is the safest place to keep money
    d. Cancelled checks serve as a receipt of payment
    e. Banking by mail
    f. Consequence of writing "hot" checks
    g. Consequence of forging a check
2. Enrichment
    a. Have a member of the sheriff department speak to the class about "hot" and forged checks
    b. Attend county court to hear a felony case

B. Steps to opening an account

1. Procedure
    a. Have money to deposit
    b. Go to the bank
    c. Sign a signature card
    d. Make the deposit
2. Enrichment
    a. Field trips to the banks of Big Spring
    b. Compare information on the signature cards
    c. Learn the meaning of currency and silver
        (1) Problems (math) concerning currency and silver
        (2) Count real silver and currency
    d. Learn how to endorse checks
    e. Learn how to list checks
    f. Use workbook

C. How to write a check

1. Procedure
    a. Write the number on the check

- b. Write the date
- c. Write the payee's name correctly
- d. Write the amount of the check in numbers
- e. Write the amount of the check in words and fractions
- f. Sign your signature

2. Enrichment
    - a. Use workbook
    - b. Practice in writing numbers
        - (1) In number form
        - (2) In written form
        - (3) In fraction form
    - c. Practice in writing dates
        - (1) Written
        - (2) Abbreviated
        - (3) Written by the use of numbers

D. How to keep a check record

1. Fill out the check stub correctly
2. Keep record of all checks written (Use the workbook)

E. The Bank Statement

1. Learn the vocabulary on the bank statement
2. Learn to check a bank statement

Resources for Banking:

Getting Ready for Pay Day - Part I - Checking Accounts, Margaret Hudson
Everyday Business (pages 1-33) Gary Lawson
Money Makes Sense - Charles H. Kahn
Bank Book - Teacher constructed
(Use overhead projector)

II. Budget

Goals: To learn the importance of budgeting
To learn the most valuable use of money
Individual goals will be set for each student

Content and Activities

A. Introduction

1. The Money You Spend - Turner Livingston Reading Series - (The experiences of a high school boy and girl and their use of money)
    - a. Use activities following each part of the story
        - (1) Answering questions with complete sentences
        - (2) Vocabulary building
        - (3) Correct usage of words (past and present)
        - (4) Reading correct time
            - (a) Stress the value of budgeting time
            - (b) Stress the importance of being on time

        (5) Study the telephone bill
        (6) Study of a Department Store bill
            (a) Field trip to a local department store
            (b) Compare local department store bill with the one in the above book
        (7) Correct way to address an envelope
        (8) Charge plates
            (a) Stress importance of paying cash
            (b) Stress importance of payment at end of month
        (9) Study of advertisements
        (10) Introduce the saving account
            (a) Interest paid on saving accounts
            (b) Ways saving accounts can be used
    b. Field trips
        (1) Drug Stores (To compare menu with menu of the story)
        (2) Local Saving Concern (Compare interest paid by bank and savings account)
        (3) Pizza House (To compare menu with the menu of the story) (Compare expense of eating Ala Carte and eating dinners)

2. "The Old Show Mystery" - story part - Family Living - Target Series by Regis Michelangelo
    a. Concept areas
        (1) Food
        (2) Shelter
        (3) Clothing
        (4) Household expenses
        (5) Personal and recreation
        (6) Transportation
        (7) Pay roll deductions
        (8) Savings
    b. Enrichment
        (1) "Budget Activity Book" for each student
        (2) Make personal notebooks
            (a) Collect illustration for budget items
            (b) Individual budget problems
        (3) Make out sales slips for purchases
        (4) Individual math problems concerning purchases
        (5) Practice in giving change (Refer to "Cashier Tutoring Unit)
        (6) Use telephone to make orders
            (a) From department stores
            (b) From food stores
            (c) From catalogue stores
            (d) From a pharmacy
        (7) Compare savings from newspaper ads

Resources for Budget:

Family Living - Target Series, Mafex Associates
Getting Ready for Pay Day - Part 3 - "Planning Ahead" - Margaret Hudson
Everyday Business - Gary D. Lawson - (Pages 35-44)
Mathematics In Living - Steve J. Woytek - (Book I, pages 29-139)
Foundation of Citizenship - Book II - Bernard Shawn - (Chapters 2-5)

III. Making Change

A. Problems which on-the-job students have

B. Count with real money (Use magnetic money--on small board for illustrations)

C. Math problems - comparing prices and savings

D. Math problem - in estimating prices

E. Refer to Cashier Tutoring Unit

IV. Evaluation

Homemaking Skills

Level VI

General Objectives

1. To develop individual domestic skills

2. To develop working skills for job training

3. To gain self-confidence

I. Introduction

Goals: Help student understand his clothing needs
Help student develop an understanding of appropriate dress
Help student plan to budget for his individual needs
Introduction to various places where good clothing can be purchased within their budget

A. Wardrobe needs

1. Seasonal
    a. Fall
    b. Winter
    c. Spring
    d. Summer
2. Job-training wardrobe
    a. Uniforms
    b. Cotton clothing
    c. Shoes

B. Enrichment activities

1. Plan individual wardrobe
2. Figure cost (per year, per month)
3. Field trips to
    a. Montgomery Wards
    b. Penney's store
    c. Anthonys' store
    d. Hemphill-Wells
4. Make individual inventories of personal wardrobe

C. Care of wardrobe

1. Dry cleaning
    a. Field trips to a cleaners
    b. Field trip to an automatic dry cleaners
    c. Figure cost of dry cleaning
    d. Use of spot cleaning
2. Washing
    a. Learn to read labels from clothing
    b. Use of cold water soap
    c. Field trip to the laundry

3. Ironing

D. Construction

1. Make simple skirts, shifts, blouses
2. Mend clothing
3. Measure and store clothing given to Special Education School

Resources:

Housing and Home Management
Living and Learning with Children
Tomorrow's Homemaker
Family Needs and Hospitality
Clothing Construction
Fashions and Fabrics
Clothing Construction Program: Snip, Clip, and Stitch

II. Foods

A. Introduction

1. Building Strong Bodies
   - a. Follow text
   - b. Five food divisions
     - (1) Vegetables
     - (2) Fruits
     - (3) Milk and eggs
     - (4) Bread and cereal
     - (5) Meats (importance in daily diet)
2. Enrichment activities
   - a. Make a grocery list
   - b. Find magazine illustration of foods
   - c. Field trip to the grocery store to view the various areas of foods
   - d. Make simple menus (Reading menus from restaurants, hospitals, nursing homes)
   - e. Compare food ads in newspaper
   - f. Figure cost of meals
   - g. Review importance of budgeting (refer to budget section)

B. Food cards

1. File according to food groups
2. Use for identification of foods
3. Use for a grocery list
   - a. Spelling
   - b. Comparison of prices (use in connection with newspaper ads)

C. Can labels

1. Amount contained in cans
2. Contents of can
3. Number of persons the can will serve
4. Suggestions for serving

D. Cooking

1. Prepare simple menus
2. Purchase food
3. Prepare foods (learn to follow directions of recipes and labels)
4. Serve foods
5. Figure cost of meal
6. Learn how to use left-overs

Arts and Crafts

Level VI

General Objectives

1. Learn to use eye and hand co-ordination
2. Introduce a possible hobby which can be used in leisure hours
3. To develop the sense of accomplishment
4. Learn to use tools
5. Individual goals will be made for each project selected by the student

Contents and Activities

A. Procedure

1. Several suggested projects will be shown to the student
2. Selection of project - by the student
3. Make general plan for project
4. Budget time to be spent on project
5. Secure needed materials
6. Develop project
7. Evaluation of project by the student
8. Display of project

B. Projects

1. Needle Art
    a. Crochet -- shells, flowers
    b. Knitting -- scarfs, simple shells, stuffed toys
    c. Embroidery -- cross stitch, items for hope chest
    d. Needlepoint -- pillow tops, chair covers
    e. Crewel -- pictures, tote bags
2. Woodcraft
    a. Carving
    b. Picture framing
    c. Antiquing
3. Leathercraft
    a. Belts
    b. Coasters
    c. Billfolds
4. Plaster
    a. Molding
    b. Placques
5. Plastic and Paper Arts
    a. Flowers
    b. Pictures
6. Weaving
    (Refer to "Spring Project" in Social Development section)

Contents and Activities

7. Group Art
   a. Paw pictures
   b. Chalk pictures
   c. Potatoes prints
   d. Crayon etching
   e. Stenciling
8. Other projects to meet the students interest

II. Evaluation

A. By student

1. Did I do the best I could?
2. What was hard about the project?
3. What skills do I need practice?
4. Would I like to continue this project in my leisure hours?

Resources:

McCalls Needlework and Crafts (bi-yearly magazine)
McCalls Needlework Treasury - (A learn and make book)
McCalls Home Fashion Sew-It Book
Dennison Flower Book
American Needlework
Current Craft Magazines
Craft Catalogues
(See Wards - Elgin, Illinois -- Merribee - Fort Worth)

Civic Responsibility

Level VI

General Objectives

1. To give general information concerning civic responsibility
2. To gain information about our city
3. To learn about local, county, and state government

I. Introduction

A. "I Live in Many Places" - Social Skills, Citizenship Phase - Target Series

1. Compare "Central City" with Big Spring
2. Use activities suggested in workbook
3. Learn to read the map of Big Spring

B. Citizenship of the USA - Book I - H. A. Tanner

C. Rights and Duties of a Citizen - Corcoran

D. Voting Privileges

1. Poll Tax
2. In voting follow election in newspaper and T. V.

II. The Newspaper

Goals: To develop reading ability
To keep abreast with current events
To become aware of the aids that can be found in the newspaper

A. Headlines

1. Local
2. State
3. National
4. World

B. Advertisements

1. Food (refer to food unit)
2. Clothing (refer to clothing unit)

Vocational Unit

Level VII

INTRODUCTION

Public schools are finding that an educational program which serves as effective preparation for, and as an adequate transition to employment, may involve activities which have often been considered to be beyond the usual scope of school responsibility. It has been found that the task of preparing mentally retarded for community living and employment provides an unique potential for the development of a program of cooperative action among public school, vocational rehabilitation, and other community agencies; such as businesses, trades, and public works.

Level VII deals with instruction for the high school age group -- pupils 16 of age or older. These pupils have received some basic training for employment in Level VI and when entering Level VII, those who are capable will begin on-the-job training referred to as job placement. This involves the cooperative work of the vocational adjustment coordinator, the employer, and the pupil employee. The coordinator contacts the prospective employer, acquaints him with the pupil's disabilities and limitations--along with his assets and potentials, and makes arrangement for job training to begin.

During the training period for any particular job, the pupil is under the constant surveillance of the school. The vocational adjustment coordinator in scheduled off-the-job class periods grooms the pupil for the particular work he is doing. The coordinator acts as an intermediary at all times between the employer and the pupil employee.

Levels VI and VII

Levels VI and VII must continue the development of the student's attitudes toward employment--attitudes which will be vital in his future vocational adjustment. The curriculum includes counseling, pre-vocational experience, personal adjustment training, occupational information and on-campus, on-the-job work experiences. The goal is to improve each student's ability to function in the community at large, in the home and in the job situation.

To the employer we want to be able to say, "Here are healthy, physically strong, well adjusted young workers. All through Special Education we have worked together, level by level, training them to be loyal, cooperative, and dependable. We have striven to teach them the dignity of physical labor and the satisfaction of being part of a needed enterprise. We have given them skill with their hands, desire for doing their job better day by day, and a sense of belonging to their community. We expect you to teach them the routines of the job, and we are confident that you will reward them according to their merit."

Work Education for Educable Retarded Youth

Level VII

ESTABLISHING THE PROGRAM

Learning Prerequisites of the Successful High School Program

1. Orientation to the job training program
2. Better Vertical rapport in the total Special Education Program
   a. All Special Education teachers know the ultimate goal of the special education program.
   b. All instruction from Level I to graduation oriented toward attaining this goal
   c. Thorough cooperation between all special education personnel toward attainment of the special education goal
   d. Specific data pertaining to social adjustment and work habits and any vocational training that they may have had previous to their admission to high school. (Case histories - anecdotal records)

I. Basic Duties of the Vocational Adjustment Coordinator

In participation in the state plan for cooperating districts and divisions of the state agency, the Vocational Adjustment Coordinator may count the following as duties to carry out as scheduled.

The VAC must administer the "vocational rehabilitation program" under the direction of the Vocational Rehabilitation Counselor, but on the VAC's initiative.

A. The VAC finds that he is left to his own devices to get around obstacles holding up, or impeding any part of his program.

B. When the VAC has questions he confers with the local VRC assigned to his district. If the VRC cannot answer the questions, he usually knows where the answer can be found.

C. Directions from the VRC to the VAC are infrequent. The VAC must develop a responsiveness to situations that develop. He must be able to cope. It is the duty of the VAC to see to it that he is able to form close VAC-student-employer trainer relationships early.

D. The VAC must remain in close touch with the area VRC. Person to person conferences usually hinge on serious problems of placement, as; extreme poverty of clients, incorrigible persons, uncooperative parents, and job-station problems.

E. Policy changes in the VAC's programs are also subjects for conferences.

II. Every VAC has to maintain class records and their permanent records for the school district.

   A. The VAC may be required to make reports to his VRC on the progress (of all individuals) in the pre-vocational and vocational groups.

   B. It is the duty of the VAC to see to it that any report he makes has the items most needed by the VRC.

III. The VAC may participate in joint conferences with the VRC and other school staff in referral of applicants enrolled in the regular school program for Rehabilitation Division services.

   A. This means that the VAC will be responsible for helping to obtain placement for a client from the regular school program if the student asks (usually through the school counselor) for rehabilitation services.

   B. If a student qualifies for the state program the VAC can and should see that the student gets the services he needs. This will cover wheelchair clients, the hard-of-hearing, the partially sighted, and others.

   C. If they qualify under a program of the state, the VAC helps them in the same way as he plans with his EMR's and their job-station training program.

IV. The VAC must be responsible for securing "job-stations" for his students. He is responsible to the school district for supervision and observation of the students in the on-the-job training program. He is under the direction of the VRC for his district and the TEA division of the Vocational Rehabilitation Area Office.

   A. He will act as a liaison agent between the district and the community.

   B. He has the duty of acting as liaison agent between these other foregoing groups and the local area office of the VRC.

   C. The VAC's public relations are very important. He should be courteous, amiable, polite, and capable of mixing with people. In fact, when out in the community, the VAC is the roving representative of his district. Since he should make it his duty to represent them (the district) honestly, the public will place more confidence and trust in our public schools.

V. It is the duty of the VAC to report his successes and his failures to his VRC, using this information to adjust the programs of services and to better evaluate the programs operations.

   A. The VRC views each of the students in any state program as a "client" of the states services. He is responsible for closing each client as a success or a failure to serve. With the cooperation of the VAC, the VRC can help place difficult students in programs especially designed for them. The VAC's duty here is plainly one of exacting cooperation. He does all that he can to help make the program a success.

   B. In evaluating what has been done to make the program a success, the VAC and VRC discard various procedures or types of employment not producing successful "job-station-situations".

C. It may be necessary at times to drop students from the program. The VAC may find them too instable and/or unable to withstand the rigors of the situation of on-the-job training.

D. Further changes may be dictated by the local community's acceptance of their disapproval of the program.

VI. The VAC acts as a consultant to the VRC in all instances concerning clients (students).

A. Whenever the VRC lacks information about any student in any program, it is the VAC's duty to get it for him. A telephone call or a type-written resume of the needed information helps to expedite the situation.

B. The VAC sees to it that desired copies of required records are mailed to the VRC. It is a must that the state agency record requirements to be fulfilled.

C. If the VAC is a consultant with the VRC in a visit to a parents' home, the VRC leads the discussion. The VAC fills in whenever it is necessary.

VII. Records--School
- A. Scholastic - Permanent Folder
  - 1. Teachers Progress Report
  - 2. Arithmetic level
  - 3. Reading level
  - 4. Others -- Achievement Tests
    - a. Mathematics
    - b. English
    - c. Social Studies
    - d. Science Batteries
- B. Medical Records
  - 1. Medical Evaluation for Special Education
  - 2. Medical Examination for Vocational Rehabilitation (VRC has this - not school)
- C. Psychological
  - 1. Case History
  - 2. Aptitude Tests
  - 3. Differential Aptitude Battery
  - 4. I. Q. Test
  - 5. Preference Tests - Kuder and Strong Interest - Texas Employment Test
- D. Parental Permission
  - 1. Release of liability for youngster to work
  - 2. Release of liability in case of an on-the-job accident
- E. Placement Committee
- F. Form of placement
- G. Work record report and Employer rating sheets
- H. Social Maturity - Rating Scale

VIII. In-School Program (Special Class Training)
- A. Subjects taught in Special class
  - 1. Occupational Training
  - 2. Social Adjustment
  - 3. Arts and Crafts

    4. Economic Usefulness
    5. Civic Responsibility
    6. Driver's Training
B. Integrated Courses
    1. Music
    2. Homemaking
    3. Art
    4. Speech
    5. Physical Education
    6. Typing
C. Observations made by VAC
    1. How does student relate to peers?
    2. How does he relate to authoritative persons?
    3. Is he aggressive or passive?
    4. Is he neat and clean in appearance?
    5. Does he know the relationship between employee and employer?
    6. Is he withdrawn or outgoing?
    7. Is he socially adequate?
D. Counseling - Parent
    1. Does the parent need help in accepting the student?
    2. Does the parent feel guilty?
    3. Does the parent have an unrealistic concept of the student's abilities?
    4. Parent may need help in relinquishing supervision of student.
    5. Parent may need help in understanding the vocational possibilities of the student - willing for student to work for small training fee
    6. We must provide the parents with a copy of their youngsters detailed working schedule.
E. Counseling - Student
    1. May need help in relating to person or persons with authority
    2. May need help in understanding self in relation to vocational possibilities
    3. May need help in attitude toward work
F. Criteria for Selection of Work Station
    1. Type of work situation to fit the child
        a. Suitability
        b. Physical location
        c. Transportation problems
        d. Working hours
    2. Parental approval for this type of work situation
    3. Trainer
        a. Interest and understanding of handicapped youths
        b. Acceptance of the work program
        c. Willingness and availability of supervision on the job
        d. Willing to make a brief evaluation of trainee
        e. Permission for VAC to observe trainee
    4. Goals for permanent employment of student - client
        a. Training period
        b. Acceptance or rejection of Training Fee system
        c. Program for salary-graduated pay scale
        d. Permanent employment
G. Criteria for Selection of Student - Client
    1. Readiness of student (client) for job training
    2. Evaluation of the capabilities of the student (client)
        a. Teacher of Speech Education
        b. Vocational Adjustment Coordinators

    c. Teachers in other areas
    d. Observations of other school personnel
  3. Attitudes
    a. General attitude - Does he really want to work?
    b. Job reality
    c. Likes work

POSITION HANDBOOK

"Work Education for Educable Retarded Youth"

Vocational Adjustment Coordinators #2

Chairman: Carl Crosskno
Recorder: Elois W. Thorn

Leon T. Cox
Janette F. McRee
Nicholas Landry
Waymond B. Colrman

CONTINUATION OF THE PROGRAM

I. Training Stations
  A. Establishment of New Training Stations
    1. Employer Contact
      a. Phone (for appointment usually)
      b. Personal interview
    2. Explanation to the program to:
      a. Employer
        (1) Local Program in school district
          (a) Brief outline - local and U. S. Department Health - Education and Welfare brochures
          (b) School forms and papers
          (c) Responsibilities of the employer
          (d) Responsibilities of the Student-Client
          (e) Restrictions and regulations
        (2) State Program
          (a) State requirements
          (b) Responsibilities of Vocational Rehabilitation Counselor
          (c) Payment Vouchers (if needed)
          (d) Planned program for the Student-Client
        (3) Parent's Role
          (a) Brief family background
          (b) Expectations for encouragement
      b. To the Vocational Rehabilitation Counselor
        (1) Planned Student-Client Work Program
          (a) Family background
          (b) Economic information on family
          (c) Psychological and medical evaluation requests
          (d) School academic program
          (e) Requests by VRC for other information
        (2) Approval of Training Station
          (a) Receipt of training contract by employer
          (b) All forms completed and submitted (check to see if first vouchers have been sent in and money received)

c. To School Personnel
(1) Special Education director or supervisor
(2) Building principal
(3) Building counselor
(4) School nurse
(5) Special Education teacher
(6) Regular teachers involved
d. To the parents of Student-Client
(1) Approval of training station
(2) Future plans for Student-Client
(3) VAC expectations for work training and academics
(4) Discussion of parent encouragement of student
(5) School forms signed
(a) Parents permission
(b) Emergency information
(c) Vocational Rehabilitation information
(d) Medical evaluation
(e) Personal data information
3. Employer-Client interview
a. Company rules and regulations
(1) Discussions of beginning work and ending work day
(2) Introduction to supervisor
(3) Survey of work area
(a) Safety rules
(b) Work to be performed
(4) Introduction of fellow employees (left to employer)
(5) Use of uniforms and special equipment
(6) Date to report for work training
4. VAC Student-Client review of training station interview
a. Class discussion
b. Individual counseling
5. VAC employer plans for student evaluation
a. Supervision time
b. Length of temporary placement (trial basis)
6. VAC and other employees interview
a. Explain limitations of students
b. Attempt to establish rapport and understanding of student
7. VAC evaluation of training station
a. Employer student relationships
b. Student fellow-employee relationship
c. Progress in training - Employer's periodic rating quarterly report
d. Adjustment of Student-Client at work station
8. Data helpful to aid Student-Client placement
a. Card file of prospective training placement
(1) Employer's name, address, and phone
(2) Type of training
(3) VAC comments
b. Visual
(1) Student personal data
(2) List of work training station experiences
(3) Acceptance date by vocational rehabilitation
(4) Graduation Date
(5) Scholastic Data
(6) Psychological information

II. Public Relations for the program
  A. The VAC responsibilities
    1. Parent considerations
      a. Conferences
      b. Home visits
    2. Community relationships
      a. VAC and VRC appearances
        (1) Parent groups
        (2) School functions
        (3) Civic organizations
      b. "On-the-job" supervision
    3. School considerations
      a. Administrative relations
      b. Program evaluation annually
      c. Faculty considerations
      d. Regular students counseling
    4. Surveys of prospective work stations
      a. Constant employer contact
      b. Industrial surveys
        (1) Union considerations
        (2) Company policies - ages, race, sex
        (3) Types of employment available
        (4) Pay scales - minimum wage and hour release
        (5) Future of training
        (6) Possible acceptance by employees
      c. Compile list of successful types of training
    5. Organization of parent study groups
      a. P. T. A. branch group
      b. Parents' Club for Handicapped Students
      c. Field trips of interest to parents
      d. Parent visitations to the work station
      e. Parent visits to special classes
    6. Employer group meetings
      a. Discussions of mutual problems
      b. Cross section

III. The Follow Up Program
  A. Standardized methods
    1. Phone contacts with employers and students
    2. Personal contact at work station on year round basis
    3. VRC files
    4. Parent contact
    5. Student-Client personal contact
    6. Contacts with students' friends
  B. Quick reference visual file
    1. Students' personal data
    2. Record of training
      a. Pre-vocational
      b. Vocational
      c. Employment
  C. Establishment of graduation program
    1. Explanation to parents and employers
    2. Keeping students working off campus informed as to school activities
       (Senior pictures, invitations, caps and gown rental, rings, etc.)

        3. Close student VRC contact senior year
        4. Counseling with class sponsors for student acceptance
        5. Establishment of program evaluation annually
    D. Reports to parent and business, social groups on the effectiveness of the program
    E. Annual evaluation of all aspects of the program
    F. Reports to school administration on the program
    G. Special tutoring by VAC to help student develop special skills needed on specific jobs
        1. Counting change back to customer (cashier)
        2. Driver's Education re-inforcement, (reading and comprehension) to obtain beginners license
        3. Work up charts necessary for computing costs of yardage materials

Beginner License Tutoring Unit

I. Detailed study of Driver's Handbook
    A. Table of contents -- must be able to read and comprehend vocabulary
    B. Definitions
        1. Read
        2. Oral test on comprehension follows lengthy discussion of each one
        3. Review of vocabulary study Level V
    C. Statistics on deaths and injuries - Memorize the number killed and injured in most recent year
    D. How to get a Texas driver's license
        1. Types of licenses
        2. Fee
        3. Minimum age
        4. Expiration
        5. Beginners license
    E. Persons who may not drive
    F. Restrictions
    G. Duplicate license
    H. How you may lose your privilege to drive
    I. Traffic signals
    J. Traffic signs (learn what different shapes mean)
    K. U. S. Highway Shields - Texas State route markers
    L. Read and study meanings of all signs listed in handbook
    M. Vehicle inspection and equipment
    N. Stopping and parking
        1. Areas where no parking is allowed
        2. Learn: No parking within 20 ft. of an intersection crosswalk
                  No parking within 30 ft. traffic signal
                  No parking within 15 ft. of fire hydrant
    O. Speed limits for passenger cars
        1. Urban streets
        2. Rural roads
        3. For day and night
    P. Overtaking and passing
        1. Changing lanes
        2. Proper signal for changing lanes
        3. When permissible to pass to the right
        4. Stopping for school buses

- Q. Signals for stops and turns
  - 1. Hand signals
  - 2. Flashing signal
  - 3. False signals explained
- R. Turns
  - 1. Right turns
  - 2. Left turns
  - 3. Right of way on turns
    - a. Study diagrams
    - b. Use model cars to illustrate
  - 4. Pedestrians
    - a. Review definition and be sure student can read the word
    - b. Right of way laws for pedestrians
    - c. Other safe practices for pedestrians
- S. Driving while drinking
  - 1. Moral responsibility and consequences
  - 2. Possible jail sentences and fines if convicted of DWI
- T. Skidding
  - 1. Causes
  - 2. How to avoid skidding
- U. Night Driving
  - 1. When to dim lights
  - 2. How to drive safely even when high beam lights are approaching
  - 3. What to do if you become sleepy
  - 4. When to turn on lights - Re: sunset and sunrise
- V. Accidents
  - 1. If you are involved
  - 2. Aiding the injured
  - 3. Financial responsibility

II. Begin study of sample tests

- A. Signs
  - 1. Have student read sign aloud, explain its' meaning, read multiple choice answers
  - 2. Take test without help
  - 3. Check test - talk over mistakes
- B. Rules
  - 1. Have student read problem aloud, discuss its meaning - read multiple choice answers
  - 2. Take test without help
  - 3. Check test - talk over mistakes
- C. Review all test several times
- D. Fill out and explain application
- E. Take student to Driver Test office for beginner license (In case of failure to pass rules or signs test (or both) set up schedule for review)

Resource: Texas Driver's Handbook

Cashier Tutoring Unit

I. Learn to count change given to "cashier" using actual coins and bills - Cashier counts money silently to himself then orally to himself
    A. Amounts up to $ .25
    B. Amounts up to .50
    C. Amounts up to .75
    D. Amounts up to 1.00
    E. Amounts up to 5.00
    F. Amounts up to 10.00
    G. Amounts up to 20.00

II. Give back change after purchase (teacher writes down amount of purchase)
    A. Odd amounts up to .25 (requiring pennies)
    B. Even amounts up to .25 (requiring pennies)
    C. Odd amounts up to .50 requiring pennies (odd amounts; purchase totals ending in 1, 2, 3, 4, 5, 6, 7, 8, 9)
    D. Even amounts up to .50 requiring nickels, dimes, quarter
    E. Odd amounts up to 75¢ requiring use of pennies
    F. Even amounts up to 75¢ requiring nickels, dimes, quarters, half dollar
    G. Odd amounts up to $1.00 requiring change in pennies, nickels, dimes, quarters, half dollar
    H. Even amounts up to $1.00 requiring all coins
        1. Use 25 - 50 - 75 as pegs or steps toward $1.00
    I. Work on giving change with total bill ranging from one to two dollars using same methods as "A" through "H"
    J. Give cashier $5, $10, or $20 bill in payment of purchases totaling $2.00, $3.00, $7.00, $15.00, etc.
    K. Make change for purchase totals involving bills and coins in amounts up to $20.00, etc.
    L. Teach making change when customer adds extra pennies (example $.04 given in addition to two $1.00 bills for purchase totaling $1.54) etc.

III. Figure total bill using state tax
    A. First on even amounts -- 50¢, $1.00, $1.50, $2.00, etc.
    B. On odd totals -- 39¢, 79¢, $1.65, etc.

IV. When needed, teach use of chart in figuring costs of materials

V. Cashing checks
    A. Get manager's permission to cash check
    B. Check amount of check against cash on hand in cash register
    C. Learn to pick up larger bills first on down to small change
    D. Count back to customer using larger bills first - then change - note that this is reverse to process of counting back change when paying bill
    E. Count back total amount of check to customer, then have customer pay bill to avoid possible error

VI. Practice "changing" money - coins - then bills - using large bills or coins first

A. Make up chart similar to the following and teach student how to figure costs of materials

FIND COST OF MATERIAL									
Cost per Yard	1/6 yd.	1/8 yd.	1/4 yd.	1/3	5/8 yd.	2/3	3/4 yd.	1/2 yd.	3/8 yd.
.09			.03	.03		.06		.05	
.11			.03	.04		.08		.06	
.25	.05	.04	.07	.09	.16	.17	.19	.13	.10
.39	.07	.05	.10	.13	.25	.26	.30	.20	.15
.49	.09	.07	.13	.17	.31	.33	.37	.25	.19
.59	.10	.08	.15	.20	.37	.40	.45	.30	.23
.69	.12	.09	.18	.23	.44	.46	.52	.35	.27
.79	.15	.10	.20	.27	.50	.53	.60	.40	.30
.88	.15	.11	.22	.30	.55	.59	.66	.44	.33
1.49	.25	.19	.38	.50	.94	1.00	1.12	.75	.57